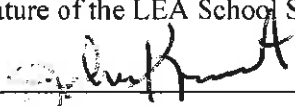
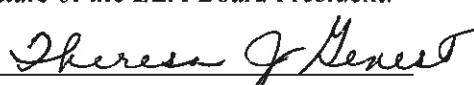



Attachment III**SIG GRANT--LEA Application****APPLICATION COVER SHEET****SCHOOL IMPROVEMENT GRANTS (SIG)**

Legal Name of Applicant: ROSEVILLE COMMUNITY SCHOOLS	Applicant's Mailing Address: 18975 Church Street Roseville, Mi 48066
LEA Contact for the School Improvement Grant Name: Michael LaFeve Position and Office: Assistant Superintendent for Instruction Contact's Mailing Address: 18975 Church Street, Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-445-5813 Email address: mlafeve@roseville.k12.mi.us	
LEA School Superintendent/Director (Printed Name): John R. Kment	Telephone: 586-445-5505
Signature of the LEA School Superintendent/Director: X 	Date:
LEA School LEA Board President (Printed Name): Theresa J. Genest	Telephone: 586-445-5505
Signature of the LEA Board President: X 	Date:
Building Principal (Printed Name): Paul Schummer	Telephone: 586-445-5700
Signature of the Building Principal: X 	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

GRANT SUMMARY

Di District Name:
ISD/RESA Name:
ROSEVILLE
MACOMB I.S.D.

District Code: 50
ISD Code: 030

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- ☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- ☒ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- ☐ **Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- ☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools (Attachment I), an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
EMS	01050		<u>x</u>					<u>x</u>
RMS	03295		<u>x</u>					<u>x</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

1. Describe the process the LEA used to analyze the needs of the school and how the intervention was selected for each school.

The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CAN.)

After being notified by the State in August 2010 that Eastland Middle School was on the Persistently Lowest Achieving Schools list, our district began meeting with the major stakeholders, which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On August 24, 2010 a group of stakeholders attended the Michigan Department of Education Lowest Performing Schools meeting in Lansing. The Eastland Middle School stakeholders including parents, teacher, administrators, School Board members then met during a series of informational meetings. After looking at the school data profile, which includes building performance data, and after careful consideration of the state decision-making and planning tool it was the overwhelming consensus in every meeting that the transformation model would be the best choice to significantly increase student achievement.

The district has developed a system wide framework for disaggregating data from multiple sources to help identify achievement gaps. Prior to this year we did not have access to a Data Warehouse. In order to address this deficiency and support data driven decision-making, the district trained staff this September in the use of Data Director and we are now using this powerful tool as our main source of disaggregating data. The district uses state, commercially developed and locally developed assessments to determine areas of need. This data is gathered and monitored throughout the school year using common assessments. Individual student data will be analyzed from year to year to ensure individual student growth. The district provides time for all teachers to meet by department, school, and grade to examine achievement data and curriculum alignment and make recommendations for change as needed. Teachers use this data to make changes in the instruction and curriculum to best meet the academic needs of our student population.

In order to increase stakeholder decision-making, the district gathers perception data and is continuously working to increase the participation of staff, parents, students and community members. We have developed staff, parent, and student surveys.

The district utilizes a web-based survey program called "Survey Monkey" to gather this data. In addition, the district created a Marketing Committee comprised of stakeholder representatives from every school in the district. The committee actively collects and shares community input which is used in decision-making. The SIP team at EMS analyzes building perception data for the purpose of improving the school culture. These results will be disseminated to the major stakeholders annually.

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The district has demonstrated a strong commitment to the transformation model by spending considerable resources to provide job embedded professional development and staff members are working diligently to ensure that research-based instructional methods are implemented with fidelity. The district will monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents. The district will provide social work and counseling services to the students. The district will also provide referrals to outside service providers when necessary.

In order to support and sustain the transformation model the district has allocated funds to implement the RTI model and transform the culture of the school. The Eastland Middle School staff will attend training and implement the Adaptive Schools Model. This model will increase and support staff collaboration, team building and cultural shifting to build the capacity of Eastland Middle School to focus on increasing student achievement based on data and implement research-based strategies in our School Improvement Plan. In addition, the principal and school improvement chairpersons will attend a workshop at the Macomb Intermediate School District entitled "Facilitators of School Improvement". These sessions will support the school improvement process including working with Michigan's School Improvement Framework, Professional Learning Communities, North Central Accreditation and the Education Yes!

Note: If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator

and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- *A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve. http://www.advanced.org/mde/school_improvement_tasks/docs/edges_report_template.doc*
- *Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels*
- *A completed rubric (Attachment IV) scored by the Process Mentor team detailing specific areas of lack of capacity*

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to:

a. Design and implement interventions consistent with the final requirements

Replace Principal

The Roseville Community Schools installed turnaround specialist Paul Schummer Ed.S, to Eastland Middle School in January of 2010. Mr. Schummer has a proven record of improving student tests scores with a particular emphasis on subgroups that contribute to the achievement gap. He successfully led the initiative to improve test scores at Roseville Middle School when they were in corrective action phase two. Under his leadership, RMS made AYP for five consecutive years. Mr. Schummer is a very visible, extremely capable individual who creates a culture in the building that is focused on increasing student achievement. He motivates others to give their best effort and will make certain that staff rely on data to make instructional decisions in their classrooms. Paul has strong problem solving skills and understands the importance of listening and processing feedback from staff. However, when confronted with a decision to recommend changes in instructional focus for any staff member, Paul has the ability to assertively help that member of the staff make necessary adjustments to their teaching methodology. He has made difficult decisions including recommending non-renewal of teacher contracts to assure that staff members are effective. Paul is able to bring human resources together to meet timelines and take action to make sure the learning goals of the building are implemented and that progress monitoring is administered regularly with follow up

decisions based on the data. Mr. Schummer has a strong work ethic and is able to withstand the criticism that is inherent in the position of turnaround specialist.

Factors in teacher evaluation

The district will develop an evaluation process with support from the Macomb Intermediate School District that determines teacher effectiveness utilizing student achievement data as one of the criteria. Evaluation of building leaders including administration will be based on student achievement data. The district will provide necessary professional development to staff and also monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents.

Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan as required by the revised school code section 380.1280c. Representatives of the Principals and Directors organizations are involved in similar discussions with Central Office, in regard to the annual evaluations of principals/administrators. The Roseville Principal's Association has also adopted a formal letter of agreement to include student achievement as a significant factor in evaluation.

Study committees have been convened by the Macomb Intermediate School District, as well as the Michigan Association of School Personnel Administration and other professional organizations, to develop guidelines for new evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code. Representatives of both Administration and teacher bargaining units are participating with these various committees.

Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code.

Roseville Community Schools administration has worked with the Roseville Federation of Teachers to incorporate the following list of incentives for teachers that have increased student achievement:

- Opportunities to select Professional Development in-services.
- Reserved parking for a specified period of time.
- Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.

- Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- Teachers will receive clerical support for the day that will include, but not be limited to, making copies and the typing of assignments or tests.
- The teacher will receive their choice of a gift card from a variety of local food establishments and/or entertainment venues.

Paraprofessionals, clerical, and ancillary staff are not held responsible for student achievement. They are used primarily as management support through discipline, student monitoring during high traffic times (before and after school and between classes), technical support, and student drop-off and pick-up.

Special education teachers work under the same agreement identified and signed by the union president currently in the application.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please reference the October 11, 2010 memo that defines the district ability to assign teachers administratively.

The principal will also conduct regular follow-up with teachers to ensure that the transformation model and its processes and philosophical base are being adhered to.

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

Administrators and teachers will participate in a 2-day Tools and Talk professional development to provide administrators and teachers with a set of protocols and common language to support self-reflection by teachers regarding their classroom practices.

Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.

Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange.

Increased time for student learning and staff collaboration

The district has implemented multiple initiatives to provide increased learning time for all of our students, as well as increased collaboration time for our entire staff. The Roseville Federation of Teachers has agreed to extend the school day for all students by twenty minutes per day (approximately 60 hours/8.5 days per year.)

The extended learning time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers. It will be used for (a) instruction for all students in core academic subjects; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education; and (c) teacher collaboration.

The extra time will be in a single block called Intervention/Collaboration/Enrichment (I.C.E.) time. The results of summative and formative assessments (progress monitoring) will be used to place students into interventions in the core subjects or enrichment activities. Teachers will also collaborate with colleagues and students using achievement data and research to develop and implement interventions and enrichment activities. The bell schedule is currently 7:45 – 2:40. The time will be increased from 7:45 – 3:00 or another combination (after taking bussing needs, etc. into consideration) that will result in twenty minutes added to the bell schedule.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff contained within this plan.

Our Summer Math Camp is a five-week program for all of our middle school students that utilizes instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students. After-school tutoring and/or Credit Recovery will be offered daily throughout the school year.

As the producer of the master schedule, Paul Schummer, the building principal, will build a schedule that will allow for the stacking or blocking of multiple classes where needed, that will increase time in core areas. This will include, wherever possible, attack classes in math and ELA abutting up to core area classes in the same grade level. He will attempt to schedule common preps for multiple core area teachers to collaborate on cross-curricular units or identification of students' strengths and weaknesses.

The Roseville school district has agreed to regular collaboration time for the Eastland

Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

We are currently participating in bi-monthly collaboration days. We believe that the greater amount of collaboration time will result in improved performance by our students in the classroom and on state tests.

Extended Learning Time Summary

Activity	Support	Hours
Extended School Day	All students	60
Before/After School Tutoring	All students ELA/Math/Science	155
Summer Literacy Camp	All students ELA	44
Summer Math Camp	All students Math	60
Credit Recovery	At-risk students	72
Jump Start Transition Summer Program	Incoming students	8
	TOTAL	399

Administrators, staff, and parents have worked collaboratively with consultants employed by our primary external service provider the Macomb Intermediate School District to develop and implement interventions in a three tiered model that support data driven decision making and research based best practices for our students.

Select external providers from the state's list of preferred providers

The Roseville Community Schools has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary. In addition, we have retained the services of Bill Sowers, Corrective Reading Specialist.

b. Align other resources with the interventions

To assure that all resources are aligned with the interventions, staff will receive training and professional development on the strategies that we are implementing. The Assistant Superintendent and Curriculum Director will work with the Eastland Middle School

Administration and School Improvement Team to coordinate all the interventions associated with the transformation model.

-Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

Eastland Middle School will use co-teaching opportunities to provide the least restrictive environment. Co-teaching is a best practice approach for ensuring that all students make progress in the general curriculum. Professional development for co-teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed.

d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

In order to ensure that the interventions are implemented with fidelity Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached.

The Roseville Community Schools is committed to changing policies and practices to transform the culture of Eastland Middle School to support and implement the transformation model. Central Administrators met with the staff at Eastland Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that are new to the building, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan.

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFeve as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Eastland Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use

of technology. John has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Eastland Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy.

e. Sustain the reforms after the funding period ends.

The Roseville Community Schools will continue to implement strategies associated with the transformation model after funding ends. This will ensure and support a continuing increase in achievement at Eastland Middle School. As is shown below, considerable resources from the General Fund, Section 31 A, Title II A, have been and will continue to be allocated in support of the transformation model. Our enrollment is currently stable at the middle school level and may increase as we share our success with members of Roseville and the surrounding communities.

The Roseville Community Schools is willing to work with an external provider to review the district's budget and identify potential funds to support these initiatives. The district is committed to sustaining these initiatives for all students at Eastland Middle School through the use of district funding and other grant sources once the SIG is phased out. Section 31a or at-risk dollars will provide additional support for our struggling students. Professional development will be conducted to support these initiatives and will include teacher trainers. These local trainers will train new staff members, software and technology will have been purchased and will only require updates and maintenance. In addition the Professional Learning Communities (PLCs) and other professional development will concentrate on building leadership capacity and effective research based interventions based on assessment data in the staff at Eastland Middle School. These practices will become embedded into the culture at EMS to sustain the transformation into the future.

The Roseville Community Schools and Eastland Middle School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. In addition, Eastland Middle School staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the continuous School Improvement Plan become a part of the Eastland Middle School culture, the need for external supports will be decreased. The principal and staff will take more and more responsibility for the SIP. Direct state oversight will no longer be necessary and district oversight will be decreased. Eastland Middle School (EMS)

will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant. The Ad Hoc Committee will continue to oversee and review the EMS School Improvement Plan periodically to ensure sustainability.

In order to make and sustain significant, rapid gains in student achievement, the staff at Eastland Middle School will participate in a number of research-based job-embedded professional development opportunities including, AIMSweb, Close & Critical Reading, Corrective Reading, Expressive Writing, Spelling through Morphographs, Reading Apprenticeship, Carnegie Cognitive Tutor – Math. In addition, there will be on-site training by consultants from the Macomb Intermediate School District, Carnegie Learning, and AIMSweb.

The School Improvement Team at Eastland Middle School uses Comprehensive Needs Analysis, MEAP data and local assessments to identify areas of concern (student achievement gaps). The principal and leadership team in collaboration with consultants from the Macomb Intermediate School District have developed a data based three-tiered intervention model of instruction/intervention to support and address all three goals of increasing proficiency in reading, writing and math. The School Improvement Plan (SIP) includes a variety of research-based training, software programs and technology to increase the effectiveness of each tier of intervention/support. We will be using various data collection tools several times during the year to monitor student progress and review the fidelity of the curriculum. When the student data has been analyzed, the students will receive interventions (classes, programs or activities) that are best suited for the needs of each individual. The principal and school improvement teams have identified the staff responsible for each strategy. Ongoing Professional Learning Communities (PLCs) will receive job-embedded professional development, participate in regular collaborative departmental data meetings and SIP meetings that will transform the culture at EMS and ensure that we can sustain these initiatives in the future.

In order to recruit and retain effective teachers Eastland Middle School A Teacher Incentive Package is being developed in collaboration with the Roseville Federation of Teachers that currently includes opportunities to attend select Professional Development, reserved parking, lunch at L.B. Williams Restaurant, free Roseville Community Schools Scholarship Dance tickets, gift cards, additional classroom supplies, and clerical support for the day.

In addition staff members will be paid \$22.00 per hour for work outside the regular school day. Examples include: after school tutoring, extended year math camp, extended year literacy camp, etc.

Eastland Middle School has selected a core group of staff members along with the building principal to train in the Adaptive Schools Model. The team is attending and will complete the training and introduce initiatives and activities to the rest of the staff in hopes of building a collegial atmosphere. This approach will allow our school to take a professional learning communities approach to share decision-making and program implementation.

Staff will also be offered career growth opportunities through programs such as: Teacher Leader Cohort Training, Summer School Administrative Internships, Professional Development

Trainer of Trainers, etc. As staff members become experts in data collecting and implementing research-based interventions they will train new staff members and refresh and renew existing staff.

The Roseville Community Schools has developed and is implementing three initiatives to provide increased learning time for the students of Eastland Middle School. The District has committed to providing Summer Math Camp, a five-week program for all students that utilizes instruction with an emphasis on hands-on activities and the Carnegie Math software. Our Literacy Improvement Program is designed to increase student achievement in reading, and will be offered to all our students at the end of the summer and extended after the school day through mid-October. After-school tutoring for all Eastland Middle School students will be offered throughout the school year.

In order to increase family and community engagement, the Roseville Community Schools has formed ad hoc committees to oversee and monitor the transformation model initiatives. These committees will be comprised of school board members, central office administrators, staff members, parents and community members. In addition, we have created a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible through an online tool called SurveyMonkey. Parents from Eastland Middle School have attended transformation model meetings and are very supportive. One of the suggestions that came out of these meetings that we are already implementing is that school improvement is emphasized and updated at parent/community meetings.

One of the challenges that Eastland Middle School has addressed is providing opportunities to increase family and community engagement. School leaders along with students, staff, community leaders, union representation and parents are involved in the collaborative planning, monitoring and evaluation of the school improvement plan. These stakeholders are invited to meetings on the third Thursday of each month and have a voice in the decision-making process. This summer, after analyzing our MEAP scores, administrators, staff and parents came together to revisit our fundamental beliefs and create a new vision for the future for Eastland Middle School. Staff members conducted a Comprehensive Needs Analysis to determine where our weaknesses are and what challenges lie ahead. We hosted a parent club meeting on September 23rd at which we shared this information including student achievement data and the PLA school requirements and used the turnaround model selection process to select the best model for Eastland Middle School. They unanimously selected the transformational model as being the best option to significantly increase student achievement. Parents will continue to be invited to and participate in school improvement meetings. The School Improvement Plan is discussed at length at every parent club meeting. The district will evaluate policies and procedures through a variety of methods including parent club and ad hoc committee meetings to determine if any changes are required. In addition we have developed a parent survey using SurveyMonkey. We will be seeking perception data and sharing it with all stakeholders. Eastland Middle School is also preparing to implement a parent workshop series designed to increase parent collaboration and involvement as well as support learning and meet the needs of our stakeholders. We are also in the process of creating a

parent resource center where parents will have access to the internet and a variety of resources.

One of the challenges we faced was not having a comprehensive data warehouse. We have addressed this and are currently using Data Director (all staff were recently trained) SuccessMaker (software program), MEAP, locally developed assessments, grades, and teacher observation. In addition, the district has purchased and trained staff on AIMSweb, a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. Literacy coaches from the MISD are in the classrooms working with our teachers to increase writing fluency. Writing Tracker is being employed and students will chart their improvement. This data will be collected and analyzed for diagnostic purposes. These methods will provide longitudinal and current data on student performance. This data will be evaluated periodically, providing valid information on student performance to help determine if our selected intervention models are successful. The district will adopt and implement the RTI model to determine the levels of intervention for each individual student using the data collected four times per year. All students will be assessed three times per year to determine the level of intervention needed. After each evaluation, parents will be informed of their student's progress. All students will be placed in one of three tiers that have a prescribed level of intervention. Students will be placed according to their academic needs if additional interventions are needed. The district has demonstrated a commitment to increasing opportunities for our gifted and talented students through Advanced Mathematics and Foreign Language programs. Eastland Middle School hosts the Project Challenge gifted and talented program and has expanded it to include our seventh graders this year. Additional opportunities are being developed.

The district is working with the Macomb Intermediate School District using the Adaptive Schools Model, which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

We are confident in the stability of the district and our ability to sustain the initiatives in the transformation model. Processes are in place to assure that fiscal responsibility is exercised including balancing the budget and timely payment of expenses. The district has an experienced and capable assistant superintendent in charge of business and finance who oversees the budget and reports regularly to the Superintendent and Board of Education. The district has demonstrated a commitment to sustained significant student achievement by allocating considerable resources towards job- embedded professional development and the use and integration of several technology based interventions.

The Roseville Community Schools District has scheduled various training opportunities that will be ongoing. These professional development opportunities will include: PowerSchool, PowerBook, Data Director, SuccessMaker, Carnegie, Navigator and Aims/Webb. In addition, Eastland Middle School staff will be engaging in job embedded professional development including *Data Director*, *AIMSweb*, *Facilitators of School Improvement* and the *Adaptive*

Schools Mode, Reading Apprenticeship, Close and Critical Reading, Corrective Reading, Expressive Writing, and the Read to Achieve program. The district will use this training and technology to analyze student achievement data and determine if additional interventions are needed.

Another key factor in sustaining these initiatives is a strong Buildings & Grounds Department. This department oversees the maintenance and cleanliness of each building in the district. The Roseville Community Schools also has a Transportation Department that provides consistent, safe transport of eligible students. The bus fleet is inspected and maintained regularly. Additional vehicles were recently purchased.

In 2006 Roseville Community Schools' stakeholders collaborated on a vision for the future. This vision came to fruition in the form of a \$110 million dollar bond. The bond process included many meetings with a very large group of parents, staff, and community members and instilled a real sense of ownership and shared decision-making. The bond includes the building of two new state-of-the art elementary schools and the consolidation and elimination of several antiquated, non-cost effective elementary buildings. Several additions to the high school including an industrial technology wing, cafeteria, pool and auditorium updates and a ninth grade wing were also included in the bond. The remaining schools in the district are currently being refurbished. Finally, the bond incorporated state-of-the art technology throughout the district and cost-efficient heating and cooling systems.

Our stakeholders envision a district with new and refurbished schools that are energy efficient and utilize cutting-edge technology. In order to make that vision a reality, the district is in the process of building new schools, and refurbishing existing schools as well as eliminating schools that are not cost-effective. The bond is well on its way to completion and students and staff have been moved as necessary.

The Roseville Community Schools curriculum is aligned with the state HSCEs and GLCEs. We are currently in the process of posting the core curriculum on the Blackboard website. The Roseville Community Schools has committed to providing more time and flexibility for the teachers at Eastland Middle School to collaborate in Professional Learning Communities (PLCs) for professional development, analyzing data, and reviewing curriculum and making improvement in the school culture. In addition PLCs work on school improvement on a regular basis including before and after school, on lunch hours and on their prep time.

Staff members have developed end-of-course assessments based on the HSCEs and GLCEs. We are in the process of developing and selecting additional formative and summative assessments, which will be accessed through programs such as Data Director, AIMSweb and Successmaker. Staff members will use the data to implement interventions and adjust instruction as needed. The district is engaged in the process of training staff members, including teacher trainers to utilize Data Director to collect and disseminate district and school-wide data. Eastland Middle School has purchased a scanner and been awarded a grant to purchase another to aid in this process. The district has a collaborative process in place to establish which materials need to be purchased. Department and grade-level collaboration is used to review current materials and make recommendations. Funds are allocated to purchase

these materials. Bond allocations technology, including computers, and infrastructure totaled over eight million dollars.

The Roseville Community Schools has established an evaluation process to ensure that teachers are effective. Staff members regularly attend professional development at the district, local and state level to acquire and maintain up-to-date teaching strategies. New teachers are paired with a mentor and are afforded the opportunity to attend the *New Teacher Academy* at the Macomb Intermediate School District. The district also employs leaders and consultants with the expertise to support and train staff members. Teacher trainers are utilized to help sustain new strategies and initiatives whenever possible.

The Roseville Community Schools Board of Education and the Roseville Federation of Teachers have agreed on a district-wide school improvement plan that is based on the needs of our students, reflects a vision of rapid improvement and allows the placement of resources, including personnel, into schools that are in the most need of improvement. All Roseville Community Schools' stakeholders share accountability for student achievement results. In order to ensure fiscal stability, balance the budget and minimize the elimination of vital programs, all the bargaining units in the district have agreed to significant concessions in order to make cuts totaling approximately 9 million dollars. The district has developed committees including Board of Education members, staff, parents and community members to monitor and oversee the implementation of the transformation model.

The Roseville Community Schools has a teacher retention rate of over 90%. The rate of retention of principals in the district is well over 90%. Excluding movement necessitated by the bond, promotions or retirement, the principal retention rate by building is also over 90%. Other than those who have filled positions opened due to retirements, all central administrators have remained in their positions for over three years.

The Roseville Community Schools maintains a personnel department that recruits, inducts and evaluates district school staff as well as administration. The district has a plan to improve teaching for all staff that includes providing many opportunities for professional development for teachers, administrators and support personnel. All teachers are provided with planning time during which they can plan lessons, collaborate with colleagues, analyze student achievement data and observe each other. *State certified* middle school teachers are utilized as instructional aides for one class period per day to provide additional interventions for at-risk students and reduce the student-teacher ratio at all tiers in ELA and Math. The amount of time for PLCs to collaborate on school improvement time is set aside periodically for all staff throughout the school year. Additional time for PLCs to collaborate on school improvement by department or committee had been substantially increased and is provided by making substitute teachers available. In addition staff members are meeting before school, at lunch, after school and on their prep periods. We also conduct a Jumpstart Summer Transition program for our incoming 6th and 7th grade students.

4. Include a timeline delineating the steps to be taken to implement the selected

intervention in each Tier I and Tier II school identified in the LEA's application.

Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:

Note: Although Eastland Middle School is fully implementing the transformation model in September of 2011 we want to increase our students' proficiency in reading, writing, and math now! The checked off portions of the following timeline of professional development, activities and interventions have been implemented and will continue in the 2010-2011 year in order to be fully prepared and trained when the school year begins.

Eastland Middle School Transformation Timeline

December 2009

- ☒ Turnaround Principal Paul Schummer was installed at Eastland Middle School to Improve MEAP scores.

June 2009

- ☒ EMS students with a 3 or 4 on their MEAP Math test attend Summer Math Camp.

July 2009

- ☒ EMS students with a 3 or 4 on their MEAP ELA test attend Summer Literacy Improvement Camp.
- ☒ Staff and parents work to make School Improvement Plan more robust.

August 2010

- ☒ Administration and Staff met with parents to develop core beliefs and a new vision and school-home compact for Eastland Middle School
- ☒ Eastland Middle School was notified that it was on the Lowest Performing Schools list.

September 2010

- ☒ Roseville Administrators attended a meeting for the schools on the list in Lansing.
- ☒ Successmaker Training
- ☒ Staff met and overwhelmingly supported the transformation model.
- ☒ EMS staff training on Data Director
- ☒ EMS staff training on Powerschool and Powerbook.
- ☒ Parents met with administrators and overwhelmingly selected the transformation model
- ☒ Student Achievement Seminar
- ☒ Roseville Board of Education
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☒ Teacher Trainers are trained in Corrective Reading and Expressive Writing.
- ☒ Staff to attend the Data Director Symposium after being awarded a mini grant.
- ☒ Instructional Aides (coaches) begin working with at risk students in math and ELA classrooms
- ☒ Marty Zimmerman, MISD Literacy Coach starts working 2 days per week with EMS teachers and students in the classroom on Close and Critical Reading and increasing Writing Fluency.
- ☒ SIP/SIG committee meetings take place before and after school and on teacher lunch and prep time.
- ☒ Carnegie Math training

October 2010

- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☒ Facilitators of School Improvement Middle School training
- ☒ Adaptive Schools Training
- ☒ Instructional Aides continue to work with at risk students.
- ☒ Principal Series
- ☒ Ad hoc Transformation Model committee meeting
- ☒ Reading Apprenticeship for new teachers

November 2010

- ☒ Facilitators of School Improvement Middle School
- ☒ Adaptive Schools Training
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☒ Principal Series
- ☒ AIMSweb Training
- ☒ Close and Critical Reading Training for Science and Social Studies staff
- ☒ Ongoing School Improvement Meetings
- ☒ Work on schedule for Tier II and III students

December 2010

- ☒ Principal Series
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☒ Facilitators for School Improvement
- ☒ SIP teams work on SAR for NCA QAR visit next year.

January 2011

- ☒ Principal Series
- ☒ Universal Screening of All Students
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☒ RTI Three Day Implementation Training
- ☒ Reading Apprenticeship for new teachers
- ☒ Identify Tier II and III students.
- ☒ SIP Teams work on Self Assessment for NCA

February 2011

- ☒ Principal Series
- ☒ Teacher Leader Cohort IV Adaptive Schools
- ☐ Turn in Self Assessment
- ☐ RTI – Academics
- ☐ Using MEAP data to guide your ELA Classroom
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

March 2011

- ☐ Student Achievement Seminars
- ☐ Adaptive Schools
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

April 2011

- ☐ Facilitators of School Improvement
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☐ Student Achievement Seminar

May 2011

- ☐ Adaptive Schools - Celebration
- ☐ Principal Series

July-August 2011

- ☐ Tools and Talk Training – MISD

2011 – 2012

- ☐ Redesign Plan Implementation
- ☐ Adaptive Schools – Different staff to build capacity
- ☐ Professional Learning Communities – Teacher leaders
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Teacher leaders
- ☐ Data Director – Teacher trainers and Para pro
- ☐ Close and Critical Reading – Teacher trainers
- ☐ Improving Writing Fluency – Teacher trainers
- ☐ Reading Apprenticeship – Teacher trainers
- ☐ Corrective Reading – Teacher trainers
- ☐ Work on SAR for QAR visit

2012 - 2013

- ☐ Adaptive Schools – Mix of staff from previous two years
- ☐ Professional Learning Communities
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Include different teachers
- ☐ Data Director – New staff, teacher trainers
- ☐ Close and Critical Reading – New teachers, elective teachers
- ☐ Improving Writing Fluency – New teachers, elective teachers
- ☐ Reading Apprenticeship - Refresher
- ☐ Corrective Reading – New teachers

NOTE: The training above is designed to change culture of the building and transform teaching in the classroom by building teacher leader capacity and collaboration through PLCs. We will focus on rapid, sustainable gains in student achievement utilizing our three-tiered intervention program using frequent assessment data to ensure that we target areas based on our students' needs.

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 16% difference between African American scores and aggregate in overall achievement.

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 43% difference between SWD scores and aggregate in overall achievement.

Student data analysis from standardized assessments indicates that African American students scores are a cause for the achievement gap.

Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap.

Item analysis data indicates that performance on items R.NT.07.02, R.NT.07.04, R.IT.07.03, R.CM.07.01, R.CM.07.02, and R.CM.07.03 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items R.NT.06.03, R.CM.06.03, are areas of difficulty for students and are causes of the achievement gap in 7th grade. 13 Student answers on the constructed response R.NT.06.02 were insufficient to rate.

Teaching staff has not had access to a data warehouse that would assist them with data analysis that could inform their instruction practice.

Low completion rates on homework and in class assignments are a cause of the achievement gap.

Absenteeism is a cause for the achievement gap.

The percentage of all 8th grade students scoring at the proficient level on the MEAP will increase from 58% to 68%.

The percentage of all 8th grade African American students scoring at the proficient level on the MEAP will increase from 35% to 66%.

The percentage of all 8th grade Special Education students scoring at the proficient level on the MEAP will increase from 13% to 40%.

Student data analysis from standardized assessments indicates that African American 8th grade students' scores are a cause for the achievement gap.

Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap.

Item analysis data indicates that performance on items N.MR.07.02, A.PA.07.01, A.PA.07.04, A.PA.07.05, A.PA.07.06, A.PA.07.07, A.RP.07.02, A.RP.07.09, A.FO.07.12, and N.FL.07.09 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items N.FL.06.02, N.FL.06.04, N.MR.06.03, N.ME.06.05, N.FL.06.10, A.FO.06.07, A.FO.06.12, A.FO.06.13, M.TE.06.03, N.ME.06.20, G.TR.06.04 are areas of difficulty for students and are causes of the achievement gap in 7th grade.

Teaching staff has not had access to a data warehouse that would assist them with data analysis that could inform their instruction practice.

Completion rates on homework and class assignments are causes of the achievement gap.

Student absenteeism is a cause of the achievement gap.

The percent of all students proficient on the 8th grade math MEAP increases from 57% to 67%

The percent of students with disabilities proficient on the 8th grade math MEAP increases from 23% to 40%

The percent of African American students proficient on the 8th grade math MEAP increases from 19% to 66%

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

N/A

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

N/A

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. Describe how this process was conducted within the LEA.

After being notified by the State in August 2010, our district began meeting with the major stakeholders, which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On August 24, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile, which included building performance data and answering the key questions under each model. The Superintendent met with Board of Education members, community members and staff to update and inform them of the grant options and solicit their input. The overwhelming consensus of all the stakeholders confirmed that the transformation model was the proper choice for Eastland Middle School. Central Administrators, staff members from Eastland Middle School, parents, the turnaround specialist

and Macomb Intermediate School District consultants have participated in a series of meetings and work sessions to determine which initiative would be most effective to increase student achievement at Eastland Middle School.

A detailed comprehensive needs assessment was conducted through research and collaboration of several Eastland Middle School staff members. Data was gathered and analyzed on student achievement, attendance and discipline. We also obtained and analyzed data on teacher qualifications and attendance. We discerned several areas of weakness including achievement gaps that were identified and used as a basis to create research-based interventions using a three-tiered system.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget (*see budget submission packet, beginning on the following page*) that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

ASSURANCES AND CERTIFICATIONS STATE PROGRAMS

- **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LI "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

Rev. 8/06

Grants Coordination and School Support
P.O. Box 30008, Lansing, Michigan 48909

AUTHORITY:

--PAGE 1-

Direct questions regarding this form to
(517) 373-1806.

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

Legal Name of District ROSEVILLE COMMUNITY SCHOOLS	District Code 50-030
Address of District 18975 CHURCH STREET	
City and Zip Code ROSEVILLE, MI 48066	Name of County MACOMB
Name of Contact Person MIKE LAFEVE	Title ASST. SUPT.
Telephone (Area Code) (586) 445 - 5508	
Address 18975 CHURCH STREET	City ROSEVILLE
Zip Code 48066	
E-Mail Address MLAFEVE@ROSEVILLE.K12.MI.US	
Facsimile (A.C./No.) (586) 445 - 5813	

GRANT FUNDS REQUESTED: \$ 697,006.00

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

DATE <u>2/25/11</u>	SUPERINTENDENT OR	
	AUTHORIZED OFFICIAL	
TYPED NAME/TITLE	SIGNATURE <u>JOHN R. KMENT</u>	

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.
A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount

disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that: "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

SIGNATURE OF LEA BOARD PRESIDENT

Date

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See School Building application for example.)**

SCHOOL BUILDING

Legal Name of School Building EASTLAND MIDDLE SCHOOL	Building Code 01050	Name and Title of Authorized Representative PAUL SCHUMMER	
Mailing Address (Street) 18700 FRANK		Signature	
City ROSEVILLE	Zip Code 48066	Telephone (Area Code/Local Number) (586) 445 - 5700	Date Signed (m/d/yyyy) 2/25/11
Name and Title of Contact Person PAUL SCHUMMER		Mailing Address (If different from agency address) SAME	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.

1. BUDGET SUMMARY FOR: Eastland Middle School

LEGAL NAME OF APPLICANT: Roseville Community Schools – Eastland Middle School			District Code 50-030		
MADE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity 2009

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs	80,822	2,881		218,668			322,371
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services	12,800	3,623					16,423
221	Improvement of Instruction							
225	Instruction Related Technology							
227	Academic Student Assessment							

230	General Administration							
232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL	93,622.00	26504.00	2940.00	218668.00			341,734.00

2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. (Provide attachment(s) as needed.)

Date 2/25/11 Sygn Rutledge
 BUSINESS OFFICE REPRESENTATIVE SIGNATURE
 Date 2/25/11 [Signature]
 SUPERINTENDENT/DIRECTOR SIGNATURE

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

Note: Michigan has requested and received a waiver to extend the SIG grant funds through September 30, 2014.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: ROSEVILLE COMMUNITY SCHOOLS		Applicant's Mailing Address: 18975 Church Street Roseville, MI 48066	
LEA Contact for the School Improvement Grant Name: Michael LaFave Position and Office: Assistant Superintendent for Instruction Contact's Mailing Address: 18975 Church Street, Roseville, MI 48066 Telephone: 586-445-5508 Fax: 586-445-5813 Email address: mlafave@roseville.k12.mi.us			
LEA School Superintendent/Director (Printed Name): John R. Kment		Telephone: 586-445-5505	
Signature of the LEA School Superintendent/Director:		Date:	
LEA School LEA Board President (Printed Name): Theresa J. Genest		Telephone: 586-445-5505	
Signature of the LEA Board President:		Date:	
Building Principal (Printed Name): Paul Schummer		Telephone: 586-445-5700	
Signature of the Building Principal:		Date:	
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.			

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, MI-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 16% difference between African American scores and aggregate in overall achievement.

Based on the 2009-2010 Comprehensive Needs Assessment, there is an achievement gap of 43% difference between SWD scores and aggregate in overall achievement.

Student data analysis from standardized assessments indicates that African American students scores are a cause for the achievement gap. Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap. Item analysis data indicates that performance on items R.NT.07.02, R.NT.07.04, R.IT.07.03, R.CM.07.01, R.CM.07.02, and R.CM.07.03 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items R.NT.06.03, R.CM.06.03, are areas of difficulty for students and are causes of the achievement gap in 7th grade. 13 Student answers on the constructed response R.NT.06.02 were insufficient to rate.

Student data analysis from standardized assessments indicates that African American 8th grade students' scores are a cause for the achievement gap.

Student data analysis from standardized assessments indicates that special needs students' scores are a cause for the achievement gap. Item analysis data indicates that performance on items N.MR.07.02, A.PA.07.01, A.PA.07.04, A.PA.07.05, A.PA.07.06, A.PA.07.07, A.RP.07.02, A.RP.07.09, A.FO.07.12, and N.FL.07.09 are areas of difficulty for students and are causes of the achievement gap in 8th grade.

Item analysis data indicates that performance on items N.FL.06.02, N.FL.06.04, N.MR.06.03, N.ME.06.05, N.FL.06.10, A.FO.06.07, A.FO.06.12, A.FO.06.13, M.TE.06.03, N.ME.06.20, G.TR.06.04 are areas of difficulty for students and are causes of the achievement gap in 7th grade.

Teaching staff has not had access to a data warehouse that would assist them with data analysis that could inform their instruction practice.

Low completion rates on homework and in class assignments are a cause of the achievement gap.

Student absenteeism is a cause of the achievement gap.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency

Grade: 7th
Standards

Group	Reading			Writing			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES)	59	64	78	62	62	N/A	62	64	80
	63	70	69	63	67	N/A	56	53	66
Race/Ethnicity (African American)	36	24	36	36	29	N/A	36	29	44
Students with Disabilities	20	40	50	60	80	N/A	40	60	100
Limited English Proficient (LEP)	0	0	100	0	0	N/A	100	100	100
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender									
Male	67	65	79	61	66	N/A	65	66	88
Female	74	81	80	80	81	N/A	72	77	77
Aggregate Scores	70	73	80	71	74	N/A	69	72	82
State	72	80	82	77	78	N/A	73	83	82

Sub Group Academic Data Analysis

Grade: 8th
Standards

Percent of Sub-group meeting State Proficiency

Group	Reading			Writing			Math	
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2
Social Economic Status (SES)	61	55	65	53	51	N/A	63	67
Race/Ethnicity	64	56	50	46	47	N/A	70	64
(African American)								
	26	9	27	22	9	N/A	35	55
Students with Disabilities	0	33	100	0	67	N/A	0	67
Limited English Proficient (LEP)	100	100	100	100	100	N/A	100	100
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Neglected & Delinquent	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender								
Male	63	56	67	48	49	N/A	68	72
Female	76	70	78	69	72	N/A	71	73
Aggregate Scores	69	63	72	58	61	N/A	69	72
State	77	76	83	70	74	N/A	72	75
								70

Sub Group Non-Academic Analysis

Group	# Students	# of Absences	# of Suspensions	# of Truancies	# of Expulsions	Unduplicated Counts	
7 th Grade		>10	<10	In*	Out*	In*	Out*
SES	158	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity (African American)	44	N/A	36	5	13	4	15
Disabilities	31	N/A	N/A	N/A	N/A	N/A	N/A
LEP	3	3	0	0	0	0	0
Homeless	3	0	0	0	0	0	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender							
Male	82	N/A	53	8	20	7	6
Female	100	N/A	47	2	13	3	2
Totals	182	3	136	15	16	14	4

Group	# Students	# of Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts
8 th Grade		>10	<10	In*	Out*		In*	Out*
SES	132	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity (African American)	48			34	5	97	5	13
Disabilities	27	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP	4	2	2	0	0	0	0	0
Homeless	1	0	0	0	0	0	0	0
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Gender								
Male	85	N/A	44	4	18	10	0	3
Female	83	N/A	48	1	10	5	0	1
Totals	168	2	128	10	12	5	0	19

	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	182	N/A	36	N/A	3	N/A	179
8	168	N/A	34	N/A	0	N/A	168
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Enrollment and Graduation Data – All Students

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Enter in	Leavin g
SES	290	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity	92	2	N/A	N/A	N/A	N/A
Disabilities	58	N/A	N/A	N/A	N/A	N/A
LEP	7	N/A	N/A	N/A	N/A	N/A
Homeless	3	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
Gender						
Male	168	3	0	165	N/A	N/A
Female	183	0	0	183	N/A	N/A
Totals	350	27	0	351	N/A	N/A

Number of Students enrolled in Extended Learning Opportunities

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have EDP on file approved/reviewed
6	N/A	N/A	N/A	N/A	N/A
7	36	N/A	N/A	240	115
8	34	N/A	N/A	424	101
9	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mil.gov/schoolimprovement.

<input type="checkbox"/> General Funds	<input type="checkbox"/> Title I Part A	<input type="checkbox"/> Title I
<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A	<input type="checkbox"/> Title II Part D
<input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III	

Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	X Special Education	Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement .

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

b. Explain the district and school's ability to support systemic change required by the model selected.

The Eastland Middle School staff has demonstrated their support of the School Improvement Grant in many ways. Almost the entire staff came to the initial meeting when Assistant Superintendent Mike LaFave and other central administrators informed them about the status of Eastland Middle School and the availability of the grant. Many staff members participated in School Improvement Plan and Grant meetings during the summer, collaborating with Macomb

Intermediate School District consultants parents and administrators to determine areas of need and research which strategies and initiatives would make the greatest change in student achievement. We will continue to collaborate with stakeholders regularly to insure that the redesign plan is implemented with fidelity.

4. School Improvement Intervention Plan—5 page limit

Describe in narrative form the building plan for implementing the intervention model selected.

The Eastland Middle School professional development team will consist of the principal, other administration, staff, representative(s) from the stakeholder committee, community members/parents, and Macomb Intermediate School District consultants (as needed). This committee will review the school and district improvement goals and expectations for student achievement. Professional Learning Communities will be formed to address the following topics: student achievement data, tiered-level interventions, stakeholder surveys and input, research-based professional development resources and school climate data, etc. The committees will report out relevant information to the school, district and community to help determine what additional professional development needs are present, what resources are required, and whether funding can be obtained. All professional development will be data-driven, research-based and will be coordinated with the district curriculum director.

The administrators and teachers at Eastland Middle School (EMS) will implement a data based decision-making process using a three-tiered model of instruction/intervention support to increase achievement for all students. We plan to provide job-embedded professional development, purchase technology and software to diagnose student needs in a timely fashion using a data-based decision making process, and utilize research-based instructional practices and programs to ensure rapid, sustained improvement.

In order to increase achievement, teachers will administer assessments including Benchmark Universal Screening three times

annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The EMS school improvement team will complete an intensive audit of resources for each of the big ideas for reading, to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. In order to truly inculcate Professional Learning Communities into the culture of Eastland Middle School, teams will meet frequently to analyze assessment data and make instructional adjustments in the identified priority areas of reading.

Teachers, administrators, and students will utilize technology in conducting AIMSweb assessments, locally developed/selected assessments, and databased decision-making and to deliver content. Teachers, administrators and students will utilize computers, smartboards, graphing calculators, RF response cards, etc., for ongoing Tier I-III Activities, to include AIMSweb, Web Quests, Research Activities, and other activities for core classes.

Tools and Talk

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

Staff leaders will implement tools and strategies from ***Tools and Talk*** to support reflective conversations by teachers (educators) about their instructional practice.

Staff leaders will support reflection by teachers (educators) about their instructional practice through (the implementation of) **Tool and Talk** protocols and strategies.

Administrators and teachers will participate in a 2-day **Tools and Talk** professional development to provide administrators and teachers with a set of protocols and common language to support self reflection by teachers regarding their classroom practices.

Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.

Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange.

Murphy, M. (2009). *Tools and Talk: Data, Conversation, and Action for Classroom and School Improvement*. United States of America: National Staff Development Council

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to answer questions when reading complex text.

Administrators and teachers will implement Corrective Reading and Spelling with Morphographs to students who place into Tier II. In addition, teachers will use Corrective Reading to promote reading accuracy (decoding), fluency, and comprehension skills of students who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted.

Finally, Eastland Middle School will develop and implement a Literacy Program for all students that will start in the summer of 2011 and continue into mid-October. Teachers will provide extended instructional time, lunch tutoring and after school tutoring for our students.

The school improvement team is committed to ensuring that students become proficient in writing and writing fluency. Writing protocols on Comparison/Contrast and Cause/Effect will be selected from Data Director and administered in the Fall to establish baseline data. Students (that are identified in the gap statement) will make a marked increase in achievement on interim assessments. Monitoring will be done through an ongoing discussion of student work/ assessment results (formative and summative). In addition, ongoing meetings will be convened to monitor implementation and impact of the plan.

Administrators and teachers will also use a data-based decision-making process using a three-tiered model of instruction/intervention support for writing including Benchmark Universal Screening three times annually to identify students who are making adequate progress (Tier I), at risk (Tier II), or severely below grade level (Tier III). Diagnostic Assessments will be administered to students in Tier II and Tier III to identify intervention needs. Progress Monitoring will also be implemented for students in Tier II and Tier III and instructional adjustments will be made in the identified priority areas.

The Eastland Middle School administrators and teachers will include the development of the highest learners by expanding the Advanced Math and Foreign Language classes to accommodate the seventh grade student population.

The EMS school improvement team will complete an intensive audit of resources for each of the big ideas for writing to plan resource allocation for struggling students in all grade levels and to make decisions about purchases of research-based intervention materials to be used in the multi-tiered model support system. Departmental data meetings will be held periodically to analyze assessment data and make instructional adjustments in the identified priority areas of writing.

Administrators and staff will receive professional development for AIMSweb, administer the assessments to the entire school and analyze the results.

Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to teach students how to write responses to questions after reading complex text.

Teachers in content areas using texts will teach students how to provide an appropriate written response to the text they are reading in the areas of: Summary/Restatement; analysis of the text structure, language, and perspective; analysis of the meaning of the text; and a reflection of what significance the text holds for the reader.

Teachers will provide prompt and appropriate scaffolding to help students improve their writing fluency. Students in all tiers will be participating in the writing tracker system.

Students engage in sustained writing for five minutes every day from a variety of sources: journals, personal narratives, reflection on what was read, etc. The goal is to improve their writing fluency so they record the type of writing and the number of words generated each day. Periodically these trackers are reviewed to determine what types of writing prompt was most productive and other valuable data.

The teacher provides students with the prompt and checks to be sure all students have paper and writing tools. The teacher sets a timer for five minutes. Students write uninterrupted for five minutes. When the timer indicates five minutes, the students immediately reread their writing and count the number of words generated.

Students record on the content area where they have written, the topic of the writing and the number of words on the writing tracker data sheet.

Students have an opportunity to write for fluency development every day. After the students have written for two or three weeks, they analyze their data, develop a line or bar chart, reflect on their progress (which content area renders the greatest number of words, the topic that produces the most words, etc.).

Administrators and teachers will receive professional development in and implement Reasoning and Writing to students who place into Tier II and Tier III. Reasoning and Writing uses a level system that

combines instruction in writing with a strong skills orientation. From lesson to lesson, work on skills is integrated with writing. Students learn that spelling, punctuation, and grammar are essential to effective communication.

In order to increase math achievement for all students, administrators and teachers will implement a three-tiered, data based decision-making process similar to that mentioned above. Administrators and curriculum specialists will utilize the AIMSweb software to collect school-wide data on Engagement, Alignment and Rigor. Small Learning Communities will meet to analyze assessment and AIMSweb data and make instructional adjustments in the identified priority areas and guide students into the appropriate intervention. Administrators and staff will receive professional development for Carnegie Learning, implement the assessments, and analyze the results. Teachers will use Cognitive Tutor Software and books during instruction and generate weekly reports to progress monitor students. Finally, after identifying Tier II and Tier III students and their misconceptions in Mathematics, teachers will provide explicit and systematic instruction, use manipulatives, concrete models, visual representation, and instruction on solving word problems during Math Attack classes.

Finally, Eastland Middle School will develop and implement a Math Program that will start in the summer of 2011 and continue into the school year. Teachers will provide extended instructional time and tutoring after school for all students.

Eastland Middle School teachers will formatively assess students using the TI Navigator System in all Mathematics classes. This includes Ti-Nspire Calculators, TI Navigator System and software, Smart board screens with projector and software, and Calculator-based Data Collectors all of which will increase visualization and focus on the different representations (graph, table, symbolic) as well as increased use of real-world applications. Students using this type of technology have demonstrated deeper understanding and greater abilities in drawing inferences, with the greatest gains made by low-achieving students.

These and other technological tools will provide students with a better understanding of abstract mathematical and other challenging material. Research from Marzano and others conclusively states that a highly engaged classroom increases student achievement.

Every other Wednesday, Eastland Middle School math teachers will meet and collaborate with MISD mathematics consultants to review research and discuss and analyze instructional strategies (anticipating, questioning, interpreting, and responding). This will include observation of classroom instruction as well as videotaping and discussion of instruction using "I notice, I wonder" protocol.

Teachers will observe other math teachers' classrooms to record teacher strategies and student reactions during instruction. Collaboration with mathematics teachers will follow.

Teachers will review research and practice planning lessons that incorporate the strategies of anticipating, questioning, interpreting, and responding. Teachers and Math Coaches will use Differentiated Instruction aligned to the Common Core Standards to teach students Mathematics through the utilization of tiered lessons to target different ability levels. In addition, teachers will supplement daily instruction by reinforcing problem solving strategies and conceptual knowledge after school and during the summer.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Eastland Middle School has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary. In addition, we have retained the services of Bill Sowers, Corrective Reading Specialist.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

The chart below details how EMS will align the human and community resources to facilitate implementation of the interventions that we have selected:

Student Interventions and Professional Development at Eastland Middle School

Activity	Activity Will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source(s)	Activity Provider	Implementation Timeline
AIMSweb/ RTI-Progress Monitoring	RTI, Data based Decision Making, Progress Monitoring	Student Subscriptions, Staff Training, Substitutes, Scanners	\$6625.00	General Fund, School Building Fund	AIMSweb	Year 1
Leadership Training – Principal Series	Building Leadership Capacity	Support Staff – Teacher-In-Charge	\$225.00	General Fund	MISD	Years 1-3
Lunch Tutoring	Extended Learning Time	Classroom, consumables	\$300.00	General Fund	EMS staff	Years 1-3
Literacy coaches	Reading comprehension, writing fluency	2 literacy coaches	\$46,192.00	School Improvement Grant	MISD	Year 1
Math coaches	Computation, applications, math fluency	2 math coaches	\$46,192.00	School Improvement Grant	MISD	Year
After School Tutoring	Extended Learning Time	ELA and Math Staff, computer lab/classroom, Successmaker software, Carnegie software (purchase/training in place)	\$4,226.21	Section 31A	EMS Staff	Year 1
Summer Math Camp	Extended Learning Time	Math Staff members, math coaches, computer lab/classroom, Carnegie software (purchase/training in place)	\$11,214.35	School Improvement Grant	EMS Staff	Year 1-3
Summer Literacy Camp	Extended Learning Time	ELA Staff members, computer lab/classroom, Successmaker software (purchase/training in place)	\$6,010.86	School Improvement Grant	EMS Staff	Year 1-3

Coaching Hours	At risk students	Training (for some staff) in our ELA and Math strategies to be provided by teacher trainers.	\$451.96	Section 31A Year 1/2/3	EMS staff through grant funding	Year 1
ELA Attack classes	ELA Tier II and III students	Curriculum, Teachers have been trained in Data Director, and two teacher trainers have been trained Corrective Reading and Expressive Writing	\$56,115.02	Section 31 A	EMS Staff	Year 1
Math Attack classes	Math Tier II and III students	Curriculum, Teachers have been trained on Carnegie software	\$76,537.32	Section 31 A	EMS Staff	Year 1
Writing Tracker	Tier I students	ELA teachers have been trained in this method. We will train all other teachers.	\$0.00		MISD	Year 1
PLC Collaborative Math Training	Job embedded professional development, Culture Shift, Sustainability	Substitute teachers – Math teachers are meeting with MISD Math Consultants twice per month. Teacher Trainers will train new staff.	\$2560.00	Title 2	Macomb ISD	Year 1

Student Interventions and Professional Development at Eastland Middle School Continued

The Principal Series	Leadership capacity, ensure teacher effectiveness	Support Program	\$75.00	General Fund	Macomb ISD	Year 1
Reading Apprenticeship training program and observation	ELA Tier I students, job embedded professional development	Substitute teachers for those who have not been trained, consumables	\$780.00	General Fund	Macomb ISD	Years 1-3
Corrective Reading Training and program	RTI, ELA Tier II and III Students	Consumables	\$11,597.20	Title I ARRA SIG	Macomb ISD	Years 1-3
Corrective Reading Training and program	RTI, ELA Tier II and III Students	Substitutes, teacher trainers will train new staff	\$1800.00	Title I ARRA SIG	Macomb ISD	Years 1-3
Spelling Through Morphographs	ELA Tier II and III students	Teacher Editions	\$1117.20	Title I ARRA SIG	EMS	Year 1
Spelling Through Morphographs	Training and program/ RTI, ELA Tier II and III Students	Substitutes, teacher trainers will train new staff	\$1200.00	Title I ARRA SIG	MISD	Year 1
Tools and Talk	Training, Increase student achievement, build leadership capacity, culture shift, collect and organize data	Substitutes, collaborative time	\$1026.00	School Improvement Grant Year 1	MISD	Year 1
Tools and Talk: Data, Conversation, and Action for Classroom and School Improvement	Increase student achievement, build leadership capacity, culture shift, collect and organize data	25 Books	\$1050.00	School Improvement Grant Year 1	Learning Forward	Year 1

Technology for Interventions at Eastland Middle School

Activity/Support	Activity Will Support	Staffing/Materials/Supplies/Equipment needed to support Activity	Cost Estimate	Funding Source(s)	Activity Provider	Implementation Timeline
Ames Web Testing	RTI, Data based decision making	Dedicated computer lab (see below), software, scanners, training	\$6625.00	School General Fund	Pearson	Year 1
Data Director Scanner	RTI, Data based decision making	Toner, Drum Wheel	\$1,000.00	RDI Grant	MISD	Year 1
Data Director	PLCs, Data based decision making, research based instruction	Program and training, Scanners, substitutes	\$2320.00	MISD, Mini grant, Title IIA, General Fund	Macomb ISD	Year 1
Power School	Data based decision making Parent Communication	Program and training	\$0.00	MISD	Macomb ISD	Year 1
Successmaker	ELA Tier II and Tier III students	Curriculum/software, Training 40 licenses	\$37,920.00	Title I ARRA SIG	Teacher Trainers	Year 1
Carnegie Learning Software	Math Tier II and Tier III students	Curriculum/software	\$7,821.00	School Improvement Grant	Carnegie	Year 1-3
Nspire Graphing Calculators & Navigator systems	Tier I, II, and III students, data based decision making	Graphing calculators, teacher training	\$10,000.00	Title I ARRA SIG	MISD	Years 1-3
Creation of ELA/Math Designated computer lab	Tier I, II, and III students, Data based decision making, Progress Monitoring	40 desktop computers, 2 printers, 2 scanners, consumable computer materials (paper, ink, toner, etc)	\$16,500.00	Roseville Community Schools District Bond	Eastland Middle School Staff	Year 1
Interactive Smartboards	ELA, Math Tier I, II, and III students, Marzano Highly Engaged Classrooms	28 Smartboards and Projectors (used for Math, Math Attack, Special Education Classrooms, Tutoring and Computer Labs	\$103,572.00	School Improvement Grant	Eastland Middle School Staff	Year 1
Wireless Bluetooth Tablets	Tier I, II, III students, Marzano's Highly Engaged Classrooms	40 Wireless Onfinity FB121 Annotation Tablets (includes wireless multi-user connection)	\$33,000.00	School Improvement Grant	MISD, RCS Staff	Year 1

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The district will develop an evaluation process with support from the Macomb Intermediate School District that determines teacher effectiveness utilizing student achievement data as one of the criteria. Evaluation of building leaders including administration will be based on student achievement data. The district will provide necessary professional development to staff and also monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents.

Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan as required by the revised school code section 380.1280c. Representatives of the Principals and Directors organizations are involved in similar discussions with Central Office, in regard to the annual evaluations of principals/administrators. The Roseville Principal's Association has also adopted a formal letter of agreement to include student achievement as a significant factor in evaluation.

Study committees have been convened by the Macomb Intermediate School District, as well as the Michigan Association of School Personnel Administration and other professional organizations, to develop guidelines for new evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code. Representatives of both Administration and teacher bargaining units are participating

with these various committees.

Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code.

Roseville Community Schools administration has worked with the Roseville Federation of Teachers to incorporate the following list of incentives for teachers that have increased student achievement:

- Opportunities to select Professional Development in-services.
- Reserved parking for a specified period of time.
- Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.
- Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- Teachers will receive clerical support for the day that will include, but not be limited to, making copies and the typing of assignments or tests.
- The teacher will receive their choice of a gift card from a variety of local food establishments and/or entertainment venues.

Paraprofessionals, clerical, and ancillary staff are not held responsible for student achievement. They are used primarily as management support through discipline, student monitoring during high traffic times (before and after school and between classes), technical support, and student drop-off and pick-up.

Special education teachers work under the same agreement identified and signed by the union president currently in the application.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please reference the October 11, 2010 memo that defines the district ability to assign teachers administratively.

The principal will also conduct regular follow-up with teachers to ensure that the transformation model and its processes and philosophical base are being adhered to.

Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action.

Administrators and teachers will participate in a 2-day Tools and Talk professional development to provide administrators and teachers with a set of protocols and common language to support self-reflection by teachers regarding their classroom practices.

Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.

Teachers will meet with administrator/coach sharing content gleaned from a classroom observation. Observer will use the classroom protocol data to conduct a dialogue exchange.

Increased time for student learning and staff collaboration

The district has implemented multiple initiatives to provide increased learning time for all of our students, as well as increased collaboration time for our entire staff. The Roseville Federation of Teachers has agreed to extend the school day for all students by twenty minutes per day (approximately 60 hours/8.5 days per year.) Attachment V pg. 177

The extended learning time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers. It will be used for (a) instruction for all students in core academic subjects; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education; and (c) teacher collaboration.

The extra time will be in a single block called Intervention/Collaboration/Enrichment (I.C.E.) time. The results of summative and formative assessments (progress monitoring) will be used to place students into interventions in the core subjects or enrichment activities. Teachers will also collaborate with colleagues and students using achievement data and research to develop and implement interventions and enrichment activities. The bell schedule is currently 7:45 – 2:40. The time will be increased from 7:45 – 3:00 or another combination (after taking bussing needs, etc. into consideration) that will result in twenty minutes added to the bell schedule.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff contained within this plan.

Our Summer Math Camp is a five-week program for all of our middle school students that utilizes instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students. After-school tutoring

and/or Credit Recovery will be offered daily throughout the school year.

As the producer of the master schedule, Paul Schummer, the building principal, will build a schedule that will allow for the stacking or blocking of multiple classes where needed, that will increase time in core areas. This will include, wherever possible, attack classes in math and ELA abutting up to core area classes in the same grade level. He will attempt to schedule common preps for multiple core area teachers to collaborate on cross-curricular units or identification of students' strengths and weaknesses.

The Roseville school district has agreed to regular collaboration time for the Eastland Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

We are currently participating in bi-monthly collaboration days. We believe that the greater amount of collaboration time will result in improved performance by our students in the classroom and on state tests.

Extended Learning Time Summary

Activity	Support	Hours
Extended School Day	All students	60
Before/After School Tutoring	All students ELA/Math/Science	155
Summer Literacy Camp	All students ELA	44
Summer Math Camp	All students Math	60
Credit Recovery	At-risk students	72
Jump Start Transition Summer Program	Incoming students	8

	TOTAL	399
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Administrators, staff, and parents have worked collaboratively with consultants employed by our primary external service provider the Macomb Intermediate School District to develop and implement interventions in a three tiered model that support data driven decision making and research based best practices for our students.

Select external providers from the state's list of preferred providers.

The Roseville Community Schools has chosen the Macomb Intermediate School District, Pearson, and McGraw-Hill as its external service providers. We will work with the Michigan Department of Education and the MISD to select additional approved external service providers as necessary.

- Align other resources with the interventions;

To assure that all resources are aligned with the interventions, staff will receive training and professional development on the strategies that we are implementing. The Assistant Superintendent and Curriculum Director will work with the Eastland Middle School Administration and School Improvement Team to coordinate all the interventions associated with the transformation model.

Bi-lingual programs through the MISD provide academic tutors for our English Language learners.

Eastland Middle School will use co-teaching opportunities to provide the least restrictive environment. Co-teaching is a best practice approach for ensuring that all students make progress in the general curriculum. Professional development for co-teaching is included in the timeline below. The Co-Teaching Workshop will provide detailed information about effectively planning, implementing, and evaluating co-teaching practices. Participants will explore both the conceptual

and operational aspects of this innovative approach including collaborative skills that can help co-teaching teams succeed.

- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

In order to ensure that the interventions are implemented with fidelity Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached.

The Roseville Community Schools is committed to changing policies and practices to transform the culture of Eastland Middle School to support and implement the transformation model. Central Administrators met with the staff at Eastland Middle School to inform them of the School Improvement Grant (SIG) options and select the proper one. The teachers have shown overwhelming support for the transformation model. Approximately twenty staff members, including those that are new to the building, have been working diligently to develop a robust school improvement plan that supports the transformation model. The staff commitment has been demonstrated by their decision to change their school improvement goals and strategies to mirror this plan.

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFave as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings. They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Eastland Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school

improvement initiatives such as research-based best practices and the use of technology. John has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Eastland Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy.

The Roseville Community Schools will continue to implement strategies associated with the transformation model after funding ends. This will ensure and support a continuing increase in achievement at Eastland Middle School. As is shown below, considerable resources from the General Fund, Section 31 A, Title II A, have been and will continue to be allocated in support of the transformation model. Our enrollment is currently stable at the middle school level and may increase as we share our success with members of Roseville and the surrounding communities.

The Roseville Community Schools is willing to work with an external provider to review the district's budget and identify potential funds to support these initiatives. The district is committed to sustaining these initiatives for all students at Eastland Middle School through the use of district funding and other grant sources once the SIG is phased out. Section 31a or at-risk dollars will provide additional support for our struggling students. Professional development will be conducted to support these initiatives and will include teacher trainers. These local trainers will train new staff members, software and technology will have been purchased and will only require updates and maintenance. In addition the Professional Learning Communities (PLCs) and other professional development will concentrate on building leadership capacity and effective research based interventions based on assessment data in the staff at Eastland Middle School. These practices will become

embedded into the culture at EMS to sustain the transformation into the future.

The Roseville Community Schools and Eastland Middle School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. In addition, Eastland Middle School staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the continuous School Improvement Plan become a part of the Eastland Middle School culture, the need for external supports will be decreased. The principal and staff will take more and more responsibility for the SIP. Direct state oversight will no longer be necessary and district oversight will be decreased. Eastland Middle School (EMS) will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant. The Ad Hoc Committee will continue to oversee and review the EMS School Improvement Plan periodically to ensure sustainability.

In order to make and sustain significant, rapid gains in student achievement, the staff at Eastland Middle School will participate in a number of research-based job-embedded professional development opportunities including, AIMSweb, Close & Critical Reading, Corrective Reading, Expressive Writing, Spelling through Morphographs, Reading Apprenticeship, Carnegie Cognitive Tutor – Math. In addition, there will be on-site training by consultants from the Macomb Intermediate School District, Carnegie Learning, and AIMSweb.

The School Improvement Team at Eastland Middle School uses Comprehensive Needs Analysis, MEAP data and local assessments to identify areas of concern (student achievement gaps). The principal and leadership team in collaboration with consultants from the Macomb Intermediate School District have developed a data based three-tiered intervention model of instruction/intervention to support and address all three goals of increasing proficiency in reading, writing and math. The School Improvement Plan (SIP) includes a variety of research-based training, software programs and technology to increase the effectiveness of each tier of intervention/support. We will be using various data collection tools several times during the year to monitor student progress

and review the fidelity of the curriculum. When the student data has been analyzed, the students will receive interventions (classes, programs or activities) that are best suited for the needs of each individual. The principal and school improvement teams have identified the staff responsible for each strategy. Ongoing Professional Learning Communities (PLCs) will receive job-embedded professional development, participate in regular collaborative departmental data meetings and SIP meetings that will transform the culture at EMS and ensure that we can sustain these initiatives in the future.

In order to recruit and retain effective teachers Eastland Middle School A Teacher Incentive Package is being developed in collaboration with the Roseville Federation of Teachers that currently includes opportunities to attend select Professional Development, reserved parking, lunch at L.B. Williams Restaurant, free Roseville Community Schools Scholarship Dance tickets, gift cards, additional classroom supplies, and clerical support for the day.

In addition staff members will be paid \$22.00 per hour for work outside the regular school day. Examples include: after school tutoring, extended year math camp, extended year literacy camp, etc.

Eastland Middle School has selected a core group of staff members along with the building principal to train in the Adaptive Schools Model. The team is attending and will complete the training and introduce initiatives and activities to the rest of the staff in hopes of building a collegial atmosphere. This approach will allow our school to take a professional learning communities approach to share decision-making and program implementation.

Staff will also be offered career growth opportunities through programs such as: Teacher Leader Cohort Training, Summer School Administrative Internships, Professional Development Trainer of Trainers, etc. As staff members become experts in data collecting and implementing research-based interventions they will train new staff members and refresh and renew existing staff.

The Roseville Community Schools has developed and is implementing three initiatives to provide increased learning time for the students of Eastland Middle School. The District has committed to providing Summer Math Camp, a five-week program for all students that utilizes instruction

with an emphasis on hands-on activities and the Carnegie Math software. Our Literacy Improvement Program is designed to increase student achievement in reading, and will be offered to all our students at the end of the summer and extended after the school day through mid-October. After-school tutoring for all Eastland Middle School students will be offered throughout the school year.

In order to increase family and community engagement, the Roseville Community Schools has formed ad hoc committees to oversee and monitor the transformation model initiatives. These committees will be comprised of school board members, central office administrators, staff members, parents and community members. In addition, we have created a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible through an online tool called SurveyMonkey. Parents from Eastland Middle School have attended transformation model meetings and are very supportive. One of the suggestions that came out of these meetings that we are already implementing is that school improvement is emphasized and updated at parent/community meetings.

One of the challenges that Eastland Middle School has addressed is providing opportunities to increase family and community engagement. School leaders along with students, staff, community leaders, union representation and parents are involved in the collaborative planning, monitoring and evaluation of the school improvement plan. These stakeholders are invited to meetings on the third Thursday of each month and have a voice in the decision-making process. This summer, after analyzing our MEAP scores, administrators, staff and parents came together to revisit our fundamental beliefs and create a new vision for the future for Eastland Middle School. Staff members conducted a Comprehensive Needs Analysis to determine where our weaknesses are and what challenges lie ahead. We hosted a parent club meeting on September 23rd at which we shared this information including student achievement data and the PLA school requirements and used the turnaround model selection process to select the best model for Eastland Middle School. They unanimously selected the transformational model as being the best option to significantly increase student achievement. Parents will continue to be invited to and participate in school

improvement meetings. The School Improvement Plan is discussed at length at every parent club meeting. The district will evaluate policies and procedures through a variety of methods including parent club and ad hoc committee meetings to determine if any changes are required. In addition we have developed a parent survey using SurveyMonkey. We will be seeking perception data and sharing it with all stakeholders. Eastland Middle School is also preparing to implement a parent workshop series designed to increase parent collaboration and involvement as well as support learning and meet the needs of our stakeholders. We are also in the process of creating a parent resource center where parents will have access to the internet and a variety of resources.

One of the challenges we faced was not having a comprehensive data warehouse. We have addressed this and are currently using Data Director (all staff were recently trained) SuccessMaker (software program), MEAP, locally developed assessments, grades, and teacher observation. In addition, the district has purchased and trained staff on AIMSweb, a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. Literacy coaches from the MISD are in the classrooms working with our teachers to increase writing fluency. Writing Tracker is being employed and students will chart their improvement. This data will be collected and analyzed for diagnostic purposes. These methods will provide longitudinal and current data on student performance. This data will be evaluated periodically, providing valid information on student performance to help determine if our selected intervention models are successful. The district will adopt and implement the RTI model to determine the levels of intervention for each individual student using the data collected four times per year. All students will be assessed three times per year to determine the level of intervention needed. After each evaluation, parents will be informed of their student's progress. All students will be placed in one of three tiers that have a prescribed level of intervention. Students will be placed according to their academic needs if additional interventions are needed. The district has demonstrated a commitment to increasing opportunities for our gifted and talented students through Advanced Mathematics and Foreign Language programs. Eastland Middle School hosts the Project Challenge gifted and talented program and has expanded it to include our seventh graders this year. Additional opportunities are being developed.

The district is working with the Macomb Intermediate School District using the Adaptive Schools Model, which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

December 2009

- ☒ Turnaround Principal Paul Schummer was installed at Eastland Middle School to Improve MEAP scores.

June 2009

- ☒ EMS students with a 3 or 4 on their MEAP Math test attend Summer Math Camp.

July 2009

- ☒ EMS students with a 3 or 4 on their MEAP ELA test attend Summer Literacy Improvement Camp.
- ☒ Administration and Staff met with parents to develop core beliefs and a new vision and school-home compact for Eastland Middle School
- ☒ Staff and parents work to make School Improvement Plan more robust.

August 2010

- ☒ Eastland Middle School was notified that it was on the Lowest Performing Schools list.
- ☒ Staff and parents work on School Improvement Plan

September 2010

- ☒ Roseville Administrators attended a meeting for the schools on the list in Lansing.
- ☒ Successmaker Training
- ☒ Staff met and overwhelming supported the transformation model.
- ☒ EMS staff training on Data Director
- ☒ EMS staff training on Powerschool and Powerbook.

- ☑ Parents met with administrators and overwhelmingly selected the transformation model
- ☑ Student Achievement Seminar
- ☑ Roseville Board of Education
- ☑ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☑ Teacher Trainers are trained in Corrective Reading and Expressive Writing.
- ☑ Staff to attend the Data Director Symposium after being awarded a mini grant.
- ☑ Instructional Aides (coaches) begin working with at risk students in math and ELA classrooms
- ☑ Marty Zimmerman, MISD Literacy Coach starts working 2 days per week with EMS teachers and students in the classroom on Close and Critical Reading and increasing Writing Fluency.
- ☑ SIP/SIG committee meetings take place before and after school and on teacher lunch and prep time.
- ☑ Carnegie Math training

October 2010

- ☑ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☑ Facilitators of School Improvement Middle School training
- ☑ Instructional Aides continue to work with at risk students.
- ☑ Principal Series
- ☑ Ad hoc Transformation Model committee meeting
- ☑ Reading Apprenticeship for new teachers

November 2010

- ☑ Facilitators of School Improvement Middles School
- ☑ Adaptive Schools Training
- ☑ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☑ Principal Series
- ☑ AIMSweb Training
- ☑ Close and Critical Reading Training for Science and Social Studies staff
- ☑ Ongoing School Improvement Meetings
- ☑ Work on schedule for Tier II and III students
- ☑

December 2010

- ☑ Principal Series
- ☑ PLCs from Eastland meet twice with MISD consultants in ELA/Math.
- ☑ Facilitators for School Improvement
- ☑ SIP teams work on SAR for NCA QAR visit next year.

January 2011

- ☑ Principal Series

- ☒ Universal Screening of All Students
- ☒ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☒ RTI Three Day Implementation Training
- ☒ Reading Apprenticeship for new teachers
- ☒ SIP Teams work on SAR for NCA QAR visit next year

February 2011

- ☒ Principal Series
- ☒ Teacher Leader Cohort IV Adaptive Schools
- ☐ Turn in SA
- ☐ RTI – Academics
- ☐ Using MEAP data to guide your ELA Classroom
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

March 2011

- ☐ Student Achievement Seminars
- ☐ Teacher Leader Cohort IV
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math

April 2011

- ☐ Facilitators of School Improvement
- ☐ Principal Series
- ☐ PLCs from Eastland meet twice with MISD consultants in ELA/Math
- ☐ Student Achievement Seminar

May 2011

- ☐ Teacher Leader Cohorts IV – Celebration
- ☐ Principal Series

July-August 2011

- ☐ Tools and Talk Training - MISD

2011 - 2012

- ☐ Teacher Leader Cohorts V – Different staff to build capacity
- ☐ Professional Learning Communities – Teacher leaders
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Teacher leaders
- ☐ Data Director – Teacher trainers and Para pro
- ☐ Close and Critical Reading – Teacher trainers
- ☐ Improving Writing Fluency – Teacher trainers
- ☐ Reading Apprenticeship – Teacher trainers
- ☐ Corrective Reading – Teacher trainers

2012 - 2013

- ☐ Teacher Leader Cohorts VI – Mix of staff from previous two years
- ☐ Professional Learning Communities
- ☐ Principal Series
- ☐ PLCs from Eastland meet with MISD consultants in ELA/Math
- ☐ Response to Intervention – Include different teachers
- ☐ Data Director – New staff, teacher trainers
- ☐ Close and Critical Reading – New teachers, elective teachers
- ☐ Improving Writing Fluency – New teachers, elective teachers
- ☐ Reading Apprenticeship - Refresher
- ☐ Corrective Reading – New teachers

Professional Development Timeline 2011 – 2012 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
July				<ul style="list-style-type: none"> ➤ Tools and Talk Professional Development Workshops
August				<ul style="list-style-type: none"> ➤ Tools and Talk Professional Development Workshops
September	<ul style="list-style-type: none"> ➤ Close and Critical Reading Training ➤ Corrective Reading Training ➤ Expressive Writing Training ➤ Spelling with Morphographs Training ➤ Reading Apprenticeship Training ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches ➤ SuccessMaker Training 	<ul style="list-style-type: none"> ➤ Carnegie Training ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Writing Tracker Training 	<ul style="list-style-type: none"> ➤ Principal Series ➤ Staff Update Meetings
October	<ul style="list-style-type: none"> ➤ Read to Achieve Training, Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ TI-Nspire and Navigator Training, Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training
November	<ul style="list-style-type: none"> ➤ Reading Apprenticeship Training, Thinking Maps, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Ames Web Training ➤ Facilitators of School Improvement ➤ Adaptive Schools Workshop ➤ Principal Series

				<ul style="list-style-type: none"> ➤ Staff PD day ➤ Staff Update Meetings ➤ PLA Principal Meetings
December	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Reading Apprenticeship Training Principal Series ➤ Staff Update Meetings ➤ PLA Principal Meetings

Professional Development Timeline 2011 – 2012 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
January	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches ➤ Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Staff PD Day ➤ Staff Update Meetings ➤ Data Director Training ➤ PLA Principal Meetings
February	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ PLA Principal Meetings
March	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops, Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Professional Learning Communities Workshops 	<ul style="list-style-type: none"> ➤ Collaborative time with Literacy Coaches 	<ul style="list-style-type: none"> ➤ Staff PD Day ➤ Principal Series ➤ Staff Update Meetings ➤ AdvancedED/NCA Conference ➤ PLA Principal Meetings
April	<ul style="list-style-type: none"> ➤ Professional Learning 	<ul style="list-style-type: none"> ➤ Professional Learning 	<ul style="list-style-type: none"> ➤ Collaborative time 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement

	Communities Workshops, Collaborative time with Literacy Coaches	Communities Workshops	with Literacy Coaches	> Principal Series > Staff Update Meetings > PLA Principal Meetings
May	> Professional Learning Communities Workshops, Collaborative time with Literacy Coaches	> Professional Learning Communities Workshops	> Collaborative time with Literacy Coaches	> Facilitators of School Improvement > Principal Series > Staff Update Meetings
June				
July				
August	> New Staff SuccessMaker Training	> New Staff Carnegie Training		> Staff PD Days

Professional Development Timeline 2012 – 2013 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	> New Staff Reading Apprenticeship Training > Collaborative time (Time frame TBD)	> New Staff Reading Apprenticeship Training > Collaborative time (Time frame TBD)	> New Staff Reading Apprenticeship Training > Collaborative time (Time frame TBD)	> New Staff Reading Apprenticeship Training > Facilitators of School Improvement Workshop > Adaptive Schools Workshop > Principal Series > Staff Update Meetings > Data Director Training
October	> Collaborative time (Time frame TBD)	> Collaborative time (Time frame TBD)	> Collaborative time (Time frame TBD)	> Facilitators of School Improvement Workshop > Adaptive Schools Workshop > Principal Series > Staff Update Meetings > Data Director Training
November	> New Staff Reading Apprenticeship Training	> New Staff Reading Apprenticeship	> New Staff Reading Apprenticeship	> New Staff Reading Apprenticeship Training

	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings

Professional Development Timeline 2012 – 2013 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meeting
March	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series

April	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Staff Update Meetings ➤ Principal Series ➤ Staff Update Meetings
May	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
June				
July				
August	<ul style="list-style-type: none"> ➤ New Staff SuccessMaker Training 	<ul style="list-style-type: none"> ➤ New Staff Carnegie Training 		<ul style="list-style-type: none"> ➤ Staff PD Days ➤ AIMSweb training for new staff

Professional Development Timeline 2013 – 2014 Academic Calendar

	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
September	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training
October	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings ➤ Data Director Training

November	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
December	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Principal Series ➤ Staff Update Meetings
January	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings

Professional Development Timeline 2013 – 2014 Academic Calendar				
	<u>ELA</u>	<u>Math</u>	<u>Science/Social Studies</u>	<u>School Committees or All Staff</u>
February	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
March	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Collaborative time (Time frame TBD) 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training 	<ul style="list-style-type: none"> ➤ New Staff Reading Apprenticeship Training ➤ Facilitators of School

	TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
April	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Principal Series ➤ Staff Update Meetings
May	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Collaborative time (Time frame TBD)	➤ Facilitators of School Improvement Workshop ➤ Adaptive Schools Workshop ➤ Principal Series ➤ Staff Update Meetings
June					
July					
August	➤ New Staff SuccessMaker Training	➤ New Staff Carnegie Training			➤ Staff PD Days ➤ AIMDweb training for new staff

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	87%	90%	93%	96%
Mathematics	84%	87%	90%	93%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

After being notified by the State in August 2010, our district began meeting with the major stakeholders, which included central administration, building administration, school board members, union representation, staff, and the Macomb Intermediate School District. On August 24, 2010 a group of stakeholders attended the Michigan Department of Education "Race to the Top" meeting in Lansing. The stakeholders determined that the district should use the transformation model after using the state decision-making and planning tool. Each individual stakeholder analyzed the school profile, which included building performance data and answering the key questions under each model. The Superintendent met with Board of Education members, community members and staff to update and inform them of the grant options and solicit their input. The overwhelming consensus of all the stakeholders confirmed that the transformation model was the proper choice for Eastland Middle School. Central Administrators, staff members from Eastland Middle School, parents, the turnaround specialist and Macomb Intermediate School District consultants have participated in a series of

meetings and work sessions to determine which initiative would be most effective to increase student achievement at Eastland Middle School.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

The Roseville Community Schools will continue to implement strategies associated with the transformation model after funding ends. This will ensure and support a continuing increase in achievement at Eastland Middle School. As is shown below, considerable resources from the General Fund, Section 31 A, Title II A, have been and will continue to be allocated in support of the transformation model. Our enrollment is currently stable at the middle school level and may increase as we share our success with members of Roseville and the surrounding communities.

The Roseville Community Schools is willing to work with an external provider to review the district's budget and identify potential funds to support these initiatives. The district is committed to sustaining these initiatives for all students at Eastland Middle School through the use of district funding and other grant sources once the SIG is phased out. Section 31a or at-risk dollars will provide additional support for our struggling students. Professional development will be conducted to support these initiatives and will include teacher trainers. These local trainers will train new staff members, software and technology will have been purchased and will only require updates and maintenance. In addition the Professional Learning Communities (PLCs) and other professional development will concentrate on building leadership capacity and effective research based interventions based on assessment data in the staff at Eastland Middle School. These practices will become embedded into the culture at EMS to sustain the transformation into the future.

The Roseville Community Schools and Eastland Middle School will participate in reporting data and sharing successful strategies and best practices as required by the Michigan Department of Education. In addition, Eastland Middle School staff will cooperate and collaborate with the MDE facilitators/monitors.

As the initiatives and strategies in the continuous School Improvement Plan become a part of the Eastland Middle School culture, the need for external supports will be decreased. The principal and staff will take more and more responsibility for the SIP. Direct state oversight will no longer be necessary and district oversight will be decreased. Eastland Middle School (EMS) will continue to use the state SIP tool to ensure that the needed initiatives are continued after the life of the School Improvement Grant. The Ad Hoc Committee will continue to oversee and review the EMS School Improvement Plan periodically to ensure sustainability.

In order to make and sustain significant, rapid gains in student achievement, the staff at Eastland Middle School will participate in a number of research-based job-embedded professional development opportunities including, AIMSweb, Close & Critical Reading, Corrective Reading, Expressive Writing, Spelling through Morphographs, Reading Apprenticeship, Carnegie Cognitive Tutor – Math. In addition, there will be on-site training by consultants from the Macomb Intermediate School District, Carnegie Learning, and AIMSweb.

The School Improvement Team at Eastland Middle School uses Comprehensive Needs Analysis, MEAP data and local assessments to identify areas of concern (student achievement gaps). The principal and leadership team in collaboration with consultants from the Macomb Intermediate School District have developed a data based three-tiered intervention model of instruction/intervention to support and address all three goals of increasing proficiency in reading, writing and math. The School Improvement Plan (SIP) includes a variety of research-based training, software programs and technology to increase the effectiveness of each tier of intervention/support. We will be using various data collection tools several times during the year to monitor student progress and review the fidelity of the curriculum. When the student data has been analyzed, the students will receive interventions (classes, programs or activities) that are best suited for the needs of each individual. The principal and school improvement teams have identified the staff responsible for each strategy. Ongoing Professional Learning Communities (PLCs) will receive job-embedded professional development, participate in regular collaborative departmental data meetings and SIP meetings that will transform the culture at EMS and ensure that we can sustain these initiatives in the future.

In order to recruit and retain effective teachers Eastland Middle School A Teacher Incentive Package is being developed in collaboration with the Roseville Federation of Teachers that currently includes opportunities to attend select Professional Development, reserved parking, lunch at L.B. Williams Restaurant, free Roseville Community Schools Scholarship Dance tickets, gift cards, additional classroom supplies, and clerical support for the day.

In addition staff members will be paid \$22.00 per hour for work outside the regular school day. Examples include: after school tutoring, extended year math camp, extended year literacy camp, etc.

Eastland Middle School has selected a core group of staff members along with the building principal to train in the Adaptive Schools Model. The team is attending and will complete the training and introduce initiatives and activities to the rest of the staff in hopes of building a collegial atmosphere. This approach will allow our school to take a professional learning communities approach to share decision-making and program implementation.

Staff will also be offered career growth opportunities through programs such as: Teacher Leader Cohort Training, Summer School Administrative Internships, Professional Development Trainer of Trainers, etc. As staff members become experts in data collecting and implementing research-based interventions they will train new staff members and refresh and renew existing staff.

The Roseville Community Schools has developed and is implementing three initiatives to provide increased learning time for the students of Eastland Middle School. The District has committed to providing Summer Math Camp, a five-week program for all students that utilizes instruction with an emphasis on hands-on activities and the Carnegie Math software. Our Literacy Improvement Program is designed to increase student achievement in reading, and will be offered to all our students at the end of the summer and extended after the school day through mid-October. After-school tutoring for all Eastland Middle School students will be offered throughout the school year.

In order to increase family and community engagement, the Roseville Community Schools has formed ad hoc committees to oversee and monitor the transformation model initiatives. These committees will be

comprised of school board members, central office administrators, staff members, parents and community members. In addition, we have created a section in each monthly newsletter entitled "*School Improvement*". We are also in the process of making our parent/community survey more accessible through an online tool called SurveyMonkey. Parents from Eastland Middle School have attended transformation model meetings and are very supportive. One of the suggestions that came out of these meetings that we are already implementing is that school improvement is emphasized and updated at parent/community meetings.

One of the challenges that Eastland Middle School has addressed is providing opportunities to increase family and community engagement. School leaders along with students, staff, community leaders, union representation and parents are involved in the collaborative planning, monitoring and evaluation of the school improvement plan. These stakeholders are invited to meetings on the third Thursday of each month and have a voice in the decision-making process. This summer, after analyzing our MEAP scores, administrators, staff and parents came together to revisit our fundamental beliefs and create a new vision for the future for Eastland Middle School. Staff members conducted a Comprehensive Needs Analysis to determine where our weaknesses are and what challenges lie ahead. We hosted a parent club meeting on September 23rd at which we shared this information including student achievement data and the PLA school requirements and used the turnaround model selection process to select the best model for Eastland Middle School. They unanimously selected the transformational model as being the best option to significantly increase student achievement. Parents will continue to be invited to and participate in school improvement meetings. The School Improvement Plan is discussed at length at every parent club meeting. The district will evaluate policies and procedures through a variety of methods including parent club and ad hoc committee meetings to determine if any changes are required. In addition we have developed a parent survey using SurveyMonkey. We will be seeking perception data and sharing it with all stakeholders. Eastland Middle School is also preparing to implement a parent workshop series designed to increase parent collaboration and involvement as well as support learning and meet the needs of our stakeholders. We are also in

the process of creating a parent resource center where parents will have access to the internet and a variety of resources.

One of the challenges we faced was not having a comprehensive data warehouse. We have addressed this and are currently using Data Director (all staff were recently trained) SuccessMaker (software program), MEAP, locally developed assessments, grades, and teacher observation. In addition, the district has purchased and trained staff on AIMSweb, a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. Literacy coaches from the MISD are in the classrooms working with our teachers to increase writing fluency. Writing Tracker is being employed and students will chart their improvement. This data will be collected and analyzed for diagnostic purposes. These methods will provide longitudinal and current data on student performance. This data will be evaluated periodically, providing valid information on student performance to help determine if our selected intervention models are successful. The district will adopt and implement the RTI model to determine the levels of intervention for each individual student using the data collected four times per year. All students will be assessed three times per year to determine the level of intervention needed. After each evaluation, parents will be informed of their student's progress. All students will be placed in one of three tiers that have a prescribed level of intervention. Students will be placed according to their academic needs if additional interventions are needed. The district has demonstrated a commitment to increasing opportunities for our gifted and talented students through Advanced Mathematics and Foreign Language programs. Eastland Middle School hosts the Project Challenge gifted and talented program and has expanded it to include our seventh graders this year. Additional opportunities are being developed.

The district is working with the Macomb Intermediate School District using the Adaptive Schools Model, which is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

We are confident in the stability of the district and our ability to sustain the initiatives in the transformation model. Processes are in place to assure that fiscal responsibility is exercised including balancing the

budget and timely payment of expenses. The district has an experienced and capable assistant superintendent in charge of business and finance who oversees the budget and reports regularly to the Superintendent and Board of Education. The district has demonstrated a commitment to sustained significant student achievement by allocating considerable resources towards job- embedded professional development and the use and integration of several technology based interventions.

The Roseville Community Schools District has scheduled various training opportunities that will be ongoing. These professional development opportunities will include: PowerSchool, PowerBook, Data Director, SuccessMaker, Carnegie, Navigator and Aims/Webb. In addition, Eastland Middle School staff will be engaging in job embedded professional development including *Data Director*, *AIMSweb*, *Facilitators of School Improvement* and the *Adaptive Schools Mode*, *Reading Apprenticeship*, *Close and Critical Reading*, *Corrective Reading*, *Expressive Writing*, and the *Read to Achieve* program. The district will use this training and technology to analyze student achievement data and determine if additional interventions are needed.

Another key factor in sustaining these initiatives is a strong Buildings & Grounds Department. This department oversees the maintenance and cleanliness of each building in the district. The Roseville Community Schools also has a Transportation Department that provides consistent, safe transport of eligible students. The bus fleet is inspected and maintained regularly. Additional vehicles were recently purchased.

In 2006 Roseville Community Schools' stakeholders collaborated on a vision for the future. This vision came to fruition in the form of a \$110 million dollar bond. The bond process included many meetings with a very large group of parents, staff, and community members and instilled a real sense of ownership and shared decision-making. The bond includes the building of two new state-of-the art elementary schools and the consolidation and elimination of several antiquated, non-cost effective elementary buildings. Several additions to the high school including an industrial technology wing, cafeteria, pool and auditorium updates and a ninth grade wing were also included in the bond. The remaining schools in the district are currently being refurbished. Finally, the bond incorporated state-of-the art technology throughout the district and cost-efficient heating and cooling systems.

Our stakeholders envision a district with new and refurbished schools that are energy efficient and utilize cutting-edge technology. In order to make that vision a reality, the district is in the process of building new schools, and refurbishing existing schools as well as eliminating schools that are not cost-effective. The bond is well on its way to completion and students and staff have been moved as necessary.

The Roseville Community Schools curriculum is aligned with the state HSCEs and GLCEs. We are currently in the process of posting the core curriculum on the Blackboard website. The Roseville Community Schools has committed to providing more time and flexibility for the teachers at Eastland Middle School to collaborate in Professional Learning Communities (PLCs) for professional development, analyzing data, and reviewing curriculum and making improvement in the school culture. In addition PLCs work on school improvement on a regular basis including before and after school, on lunch hours and on their prep time.

Staff members have developed end-of-course assessments based on the HSCEs and GLCEs. We are in the process of developing and selecting additional formative and summative assessments, which will be accessed through programs such as Data Director, AIMSweb and Successmaker. Staff members will use the data to implement interventions and adjust instruction as needed. The district is engaged in the process of training staff members, including teacher trainers to utilize Data Director to collect and disseminate district and school-wide data. Eastland Middle School has purchased a scanner and been awarded a grant to purchase another to aid in this process. The district has a collaborative process in place to establish which materials need to be purchased. Department and grade-level collaboration is used to review current materials and make recommendations. Funds are allocated to purchase these materials. Bond allocations technology, including computers, and infrastructure totaled over eight million dollars.

The Roseville Community Schools has established an evaluation process to ensure that teachers are effective. Staff members regularly attend professional development at the district, local and state level to acquire and maintain up-to-date teaching strategies. New teachers are paired with a mentor and are afforded the opportunity to attend the *New Teacher Academy* at the Macomb Intermediate School District. The district also employs leaders and consultants with the expertise to support

and train staff members. Teacher trainers are utilized to help sustain new strategies and initiatives whenever possible.

The Roseville Community Schools Board of Education and the Roseville Federation of Teachers have agreed on a district-wide school improvement plan that is based on the needs of our students, reflects a vision of rapid improvement and allows the placement of resources, including personnel, into schools that are in the most need of improvement. All Roseville Community Schools' stakeholders share accountability for student achievement results. In order to ensure fiscal stability, balance the budget and minimize the elimination of vital programs, all the bargaining units in the district have agreed to significant concessions in order to make cuts totaling approximately 9 million dollars. The district has developed committees including Board of Education members, staff, parents and community members to monitor and oversee the implementation of the transformation model.

The Roseville Community Schools has a teacher retention rate of over 90%. The rate of retention of principals in the district is well over 90%. Excluding movement necessitated by the bond, promotions or retirement, the principal retention rate by building is also over 90%. Other than those who have filled positions opened due to retirements, all central administrators have remained in their positions for over three years.

The Roseville Community Schools maintains a personnel department that recruits, inducts and evaluates district school staff as well as administration. The district has a plan to improve teaching for all staff that includes providing many opportunities for professional development for teachers, administrators and support personnel. All teachers are provided with planning time during which they can plan lessons, collaborate with colleagues, analyze student achievement data and observe each other. *State certified* middle school teachers are utilized as instructional aides for one class period per day to provide additional interventions for at-risk students and reduce the student-teacher ratio at all tiers in ELA and Math. The amount of time for PLCs to collaborate on school improvement time is set aside periodically for all staff throughout the school year. Additional time for PLCs to collaborate on school improvement by department or committee had been substantially increased and is provided by making substitute teachers available. In addition staff members are meeting before school, at lunch, after school

and on their prep periods. We also conduct a Jumpstart Summer Transition program for our incoming 6th and 7th grade students.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D - Closure

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Example:

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$	\$	\$	\$	\$

Section D.

Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	
Number of minutes in the school year	66,620
Student Data	
Dropout rate	N/A (middle school)
Student attendance rate	94.3%
For High Schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents	1335
Number of students involved in disciplinary incidents	220
Number of truant students	33
Teacher Data	

Distribution of teachers by performance level on LEA's teacher evaluation system	In the process of developing a new evaluation system. Letter of agreement enclosed.
Teacher Attendance Rate	95.6%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must

be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

The Roseville Community Schools installed turnaround specialist Paul Schummer Ed.S, to Eastland Middle School in January of 2010. Mr. Schummer has a proven record of improving student tests scores with a particular emphasis on subgroups that contribute to the achievement gap. He successfully led the initiative to improve test scores at Roseville Middle School when they were in corrective action phase two. Under his leadership, RMS made AYP for five consecutive years. Mr. Schummer is a very visible, extremely capable individual who creates a culture in the building that is focused on increasing student achievement. He motivates others to give their best effort and will make certain that staff rely on data to make instructional decisions in their classrooms. Paul has strong problem solving skills and understands the importance of listening and processing feedback from staff. However, when confronted with a decision to recommend changes in instructional focus for any staff member, Paul has the ability to assertively help that member of the staff make necessary adjustments to their teaching methodology. He has made difficult decisions including recommending non-renewal of teacher contracts to assure that staff members are effective. Paul is able to bring human resources together to meet timelines and take action to make sure the learning goals of the building are implemented and that progress monitoring is administered regularly with follow up decisions based on the data. Mr. Schummer has a strong work ethic and is able to

withstand the criticism that is inherent in the position of turnaround specialist.

2. Include student data in teacher/leader evaluation

- D. The district will develop an evaluation process with support from the Macomb Intermediate School District that determines teacher effectiveness utilizing student achievement data as one of the criteria. Evaluation of building leaders including administration will be based on student achievement data. The district will provide necessary professional development to staff and also monitor its implementation by observation and data analysis. The district will report its findings to the school board and other stakeholders including parents.
- E. Administration is currently in negotiations with the Roseville Federation of Teachers to establish guidelines and procedures for the revised evaluation process, with the intent of having a finalized document by August 1, 2011. The focus for both sides is adoption of a format that will assess a broad range of teaching standards, as exemplified by the Charlotte Danielson evaluation model. The parties have adopted a formal Letter of Agreement outlining their plan as required by the revised school code section 380.1280c. Representatives of the Principals and Directors organizations are involved in similar discussions with Central Office, in regard to the annual evaluations of principals/administrators. The Roseville Principal's Association has also adopted a formal letter of agreement to include student achievement as a significant factor in evaluation.
- F. Study committees have been convened by the Macomb Intermediate School District, as well as the Michigan Association of School Personnel Administration and other professional organizations, to develop guidelines for new evaluation systems that will comply with the requirements of Sections 1249 and 1250 of the Michigan School Code. Representatives of both

Administration and teacher bargaining units are participating with these various committees.

Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code.


Letter of Agreement
between
Roseville Community Schools
and the
Roseville Federation of Teachers

The parties agree to negotiate a revised process for the annual evaluation of all teachers that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation) and 380.1280c (requirement for collective bargaining).

The parties will use the Teacher Evaluation Parameters developed by the combined MISD/AFT-MI/MEA committee and the Charlotte Danielson teacher evaluation standards as models for negotiation discussions.


The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools

 1/2/11

Rebecca Vasil Date
Deputy Superintendent

Roseville Federation of Teachers

 1-12-11

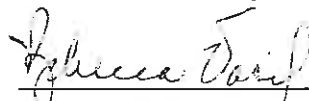
Gary Scheff Date
President

Letter of Agreement
between
Roseville Community Schools
and the
Roseville Principals Association

The parties agree to negotiate a revised process for the annual evaluation of all principals that will incorporate the requirements of the Revised School Code Sections 380.1249 (inclusion of student growth data as a significant factor in the evaluation), 380.1250 (use of job performance and job accomplishments, including student growth, as significant factors in determining compensation and additional compensation), and 380.1280c (requirement for collective bargaining).

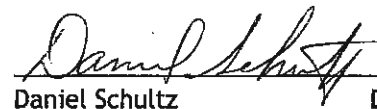
The parties further agree to reach resolution no later than August 1, 2011.

Roseville Community Schools


Rebecca Vasil
Deputy Superintendent

4/14/11
Date

Roseville Principals Association


Daniel Schultz
President

1-14-11
Date

**Macomb County
Dashboards**

Student Growth Measurements

Elementary (Grades K-5/6)

MEAP Scale Scores (Grades 2-5/6)
MLPP (Grades K-3)
DIBELS (Grades K-3)
Common Assessment/Content Area (Grades K-5/6)
Standardized Test Results (Grades K-5/6)
Student Performance Project Based (Grades K-5/6)
<u>Special Education:</u> IEP Goals MI-Access Brigance Inventory Woodcock Johnson
Other

Secondary (Grades 6/7-8/9)

MEAP Scale Scores (Grades 6 & 7)
Department Common Assessments (Pre & Post) (Grades 6/7-8/9)
of Students Pass/Fail Rate (Grades 6/7-8/9)
Standardized Test Results (NWEA; Iowa) (Grades 6/7-8/9)
Student Performance Project Based (Grades K-6/7-8/9)
Explore/Plan (Grades 8/9/10)
<u>Special Education:</u> IEP Goals MI-Access Brigance Inventory Woodcock Johnson
Other

Secondary (Grades 9/10-12)

MME Scale Scores (Grades 9/10-11)
Department Common Assessments (Pre & Post) (Grades 9/10-12)
of Students - Credit Earned (Grades 9/10-12)
AP Test Scores (Grades 10-12)
Graduation Rates (Grades 9/10-12)
ACT Work Keys (Grades 9/10-11)
Student Performance Project Based (Grades 9/10-12)
Explore/Plan (Grades 9/10)
<u>Special Education:</u> IEP Goals MI-Access Brigance Inventory Woodcock Johnson
Other

Macomb County
Teacher Evaluation Parameters to Comply with the
Michigan Teacher Tenure Act
and
Section 1249 of the Revised School Code

As part of the recent legislation, the state mandated that teachers have a "rigorous, transparent, and fair" performance evaluation each year. Student growth data shall be a significant factor in each teacher's evaluation. In Macomb County, school administrators and teachers formed a work group to develop models to help provide guidance to the local districts and their bargaining units.

1. All teachers shall be evaluated annually and shall be provided timely and constructive feedback.
2. The current collective bargaining agreement (for the local district) and the Michigan Teacher Tenure Act shall govern the evaluation format and process for probationary teachers, tenure teachers on an IDP and tenure teachers subject to an evaluation every third year. For the remaining tenure teachers, it may be determined locally to modify existing evaluation processes and instruments for compliance with section 1249 of the Revised School Code.
3. Student growth data will be utilized as a significant factor as defined locally with consideration given to the Michigan Department of Education guidelines. The interpretation of student growth data will be consistent with the Michigan Teacher Tenure Act. See *Gantz v. Detroit Public Schools*, TTC 96-17 and *Sharkey v. Oak Park School District*, TTC 74-41-R.
4. Student growth data measures, for the purpose of annual evaluation, will be developed with the involvement of the teacher and must include, but not limited to, multiple assessments as listed on the Macomb County Growth Measurements Dashboards. See Attachment A.
5. Student growth data may be measured by growth/progress between the initial and the final student assessments.

Roseville Community Schools has adopted the Teacher Evaluation Parameters developed by a joint committee of Macomb County teachers and administrators. The procedures comply with the requirements of both the Michigan Teacher Tenure Act and Section 1249 of the Revised School Code. A copy of the document is attached.

K. Macomb County Walkthrough

Teacher:	Grade:	Course:
Class Type:		Observer:
Observation Date:	<input type="checkbox"/> First third <input type="checkbox"/> Middle third <input type="checkbox"/> Last third	Approximate number of students oriented to work <input type="checkbox"/> All/Most <input type="checkbox"/> About 3/4 th <input type="checkbox"/> About Half <input type="checkbox"/> About 1/4th <input type="checkbox"/> Few//None
Observation Time:		

Stated Objective / Core Standard	Observed Objective / Core Standard	Congruence <input type="checkbox"/> Congruent <input type="checkbox"/> Partial <input type="checkbox"/> Non-congruent

DOMINANT STUDENT ACTIVITY <i>(Mark one in first column. Mark all those observed in second column.)</i>		DOMINANT TEACHER ACTIVITY
<input type="checkbox"/> Large group work <input type="checkbox"/> Small group work <input type="checkbox"/> Individual work <input type="checkbox"/> Other _____	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Warm Up/Review <input type="checkbox"/> Watching video <input type="checkbox"/> Using technology <input type="checkbox"/> Taking assessment <input type="checkbox"/> Lab / Activity </div> <div style="width: 45%;"> <input type="checkbox"/> Reading (see below) <input type="checkbox"/> Writing (see below) <input type="checkbox"/> Dialogue _____ <input type="checkbox"/> Other _____ </div> </div>	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group <input type="checkbox"/> Individual work <input type="checkbox"/> Monitoring student work <input type="checkbox"/> Other _____

POWERFUL INSTRUCTIONAL PRACTICES:

(Mark all noted)

<input type="checkbox"/> Connects prior learnings in relation to new <input type="checkbox"/> Provides relevant information and examples <div style="margin-left: 40px;"> <input type="checkbox"/> Uses quality questioning techniques <input type="checkbox"/> Uses metacognition and modeling </div> <input type="checkbox"/> Elicits active participation <div style="margin-left: 40px;"> <input type="checkbox"/> Checks for understanding </div>	<input type="checkbox"/> Provides guided practice with corrective feedback <div style="margin-left: 40px;"> <input type="checkbox"/> Uses feedback that promotes learning <input type="checkbox"/> Compares, contrasts, classifies (student) <input type="checkbox"/> Has talk which is positive (learning environment) </div> <input type="checkbox"/> Provides for differentiated learning <div style="margin-left: 40px;"> <input type="checkbox"/> Provides opportunities for student inquiry </div>
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Reading Analysis

<i>Types of Text Reading</i>	<i>Levels of Inquiry</i>		
<input type="checkbox"/> Recreational (Fiction) <input type="checkbox"/> Textual (Non-Fiction) <input type="checkbox"/> Functional (Real World)	<i>Initial/Basic</i>	<i>Interpretation</i>	<i>Analysis</i>
	<input type="checkbox"/> Special Detail <input type="checkbox"/> Action, Reason, Sequence	<input type="checkbox"/> Inference <input type="checkbox"/> Extended Meaning	<input type="checkbox"/> Critical Anal. <input type="checkbox"/> Strategies

Writing Analysis

<i>Modes of Discourse</i>	<i>Response to Content</i>	<i>Personal Reflection</i>
<input type="checkbox"/> Argument <input type="checkbox"/> Informational <input type="checkbox"/> Personal Narrative	<input type="checkbox"/> Fill in the Blank <input type="checkbox"/> Workbooks <input type="checkbox"/> Constructed Response	<input type="checkbox"/> Journaling <input type="checkbox"/> Blogging <input type="checkbox"/> Quickwrite

	<input type="checkbox"/> Answer Questions <input type="checkbox"/> Quickwrite <input type="checkbox"/> Other	
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Q.

R. Other comments (if more space needed, use the back side of this sheet):

S. _____

3. Evaluations that are designed with teacher/principal involvement

The teachers and principals are involved in developing evaluations that include student achievement as a significant factor. As indicated by the letters of agreement above, this instrument will be developed and approved by August 1, 2011.

4. Remove leaders/staff that have not increased achievement

As indicated by the administrative right to assignment (see letter below). The district is committed to removing and replacing teachers and leaders that are not significantly increasing student achievement.

TO: Michael LaFeve, Assistant Superintendent
FROM: Gary Scheff, Roseville Federation of Teachers, President
Rebecca Vasil, Deputy Superintendent
RE: Administrative Right of Assignment
DATE: October 11, 2010

The following sections of the 2010-2011 collective bargaining agreement between the Roseville Federation of Teachers and the Roseville Community Schools confirm the district's longstanding ability to involuntarily reassign teachers, without consideration of seniority. The placements can be made in response to a variety of circumstances, including: state or federal mandates; external accreditation standards; a showing of cause, etc.

- Article VII, Section 10 - If, as the result of state or federal mandates, a school within the district must undergo restructuring, administration reserves the right to reassign staff, with input from the union.
- Article VII, Section 1, A, 1 - Qualifications for elementary and secondary classroom positions shall be defined as a provisional, permanent or continuing elementary or secondary teaching certificate with endorsement (s) in the required subject area (s), and shall comply with state and federal mandates.
- Article VII, Section 3, f - Teachers assigned to the High School shall meet North Central Standards for the subject and/or grade assigned. Failure to meet such standards may result in a reassignment within the department (building/district); a transfer within the teacher's endorsed fields, or assignment to a 7th, 8th or 9th grade position.
- Article VII, Section 2, D - Involuntary reassignment by the Deputy Superintendent will be permitted to prevent the layoff of more senior teachers, to avoid the employment of new personnel during periods of reduction in force, or with a showing of cause. Administration will meet with a representative of the union prior to an involuntary reassignment.
- Article VII, Section 2, L - Whenever a teacher is transferred involuntarily, said teacher may request a showing of cause by the administration or Board of Education, whichever initiated such transfer. The teacher shall appeal in writing to the principal within ten (10) days after the effective date of the transfer if the teacher wishes to protest the transfer formally.

Questions about any aspect of this memo can be directed to Gary Scheff at (586) 445-5899 or Rebecca Vasil at (586) 445-5513.

5. Provide on-going job embedded **staff** development

EMS is committed to continuing to provide numerous opportunities for job embedded professional development for **staff**. See professional development checklist and chart above.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please reference the October 11, 2010 memo that defines the district ability to assign teachers administratively.

The principal will also conduct regular follow-up with teachers to ensure that the transformation model and its processes and philosophical base are being adhered to.

6. Implement financial incentives or career growth or flexible work conditions.

Roseville Community Schools administration has worked with the Roseville Federation of Teachers to incorporate the following list of incentives for teachers that have increased student achievement:

- Opportunities to select Professional Development in-services.
- Reserved parking for a specified period of time.
- Additional classroom supplies that may enhance the teacher's lesson delivery beyond the normal classroom plan.

- Tickets to district events, such as the Scholarship Foundation Dance or Scholarship Foundation Golf Outing.
- A lunch or multiple lunches at the district hospitality restaurant, the L.B. Williams Room.
- Teachers will receive clerical support for the day that will include, but not be limited to, making copies and the typing of assignments or tests.
- The teacher will receive their choice of a gift card from a variety of local food establishments and/or entertainment venues.

Paraprofessionals, clerical, and ancillary staff are not held responsible for student achievement. They are used primarily as management support through discipline, student monitoring during high traffic times (before and after school and between classes), technical support, and student drop-off and pick-up.

Special education teachers work under the same agreement identified and signed by the union president currently in the application.

7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.

The district and staff at EMS have conducted research and consulted experts, including state approved external providers, to select a research based data driven three tiered intervention model.

**MATH - UNIVERSAL SCREENING
(3 TIMES/YEAR)**

Smaller Learning
Communities
(Math Teachers)

Summer
Math Camp

After School
Tutoring

Credit
Recovery

Instructional
Aides

Severely
Below Grade
Level
(Tier III)

Math Attack

- Modeling Basic Operations
- Manipulatives
- Cognitive Tutor

At-Risk
(Tier II)

Math Attack

- Pre-Teaching vocabulary, math concepts and skills
- Manipulatives
- Cognitive Tutor

All Students
(Tier I)

Function-Based Approach

- Symbolic
- Graphic
- Tabular
- Graphing Calculators/Navigator

**READING - UNIVERSAL SCREENING
(3 TIMES/YEAR)**

Smaller Learning
Communities
(Core Teachers)

Summer
Literacy Camp

After School
Tutoring

Severely
Below Grade
Level
(Tier III)

Corrective Reading,
Spelling with Morphographs,
Instructional Aides

After School Literacy/Tutoring

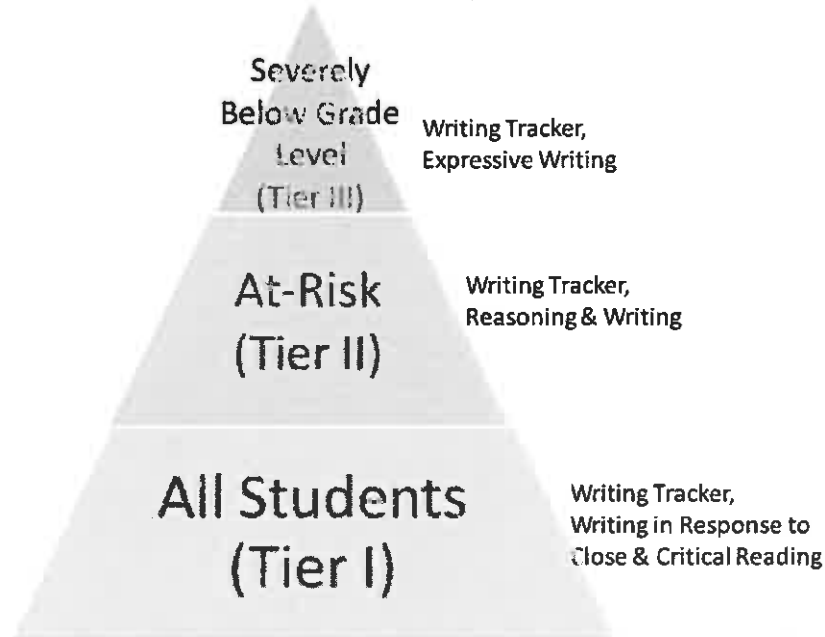
At-Risk
(Tier II)

Read to Achieve,
Spelling with Morphographs,
Instructional Aides

All Students
(Tier I)

Close & Critical Reading

WRITING - UNIVERSAL SCREENING (3 TIMES/YEAR)



Research Used for SIG Grants
(Mathematics)

****Data Driven Decision Making**

The **What Works Clearinghouse** standards and their relevance to **data-driven decision making** at the school level ...

ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf

****TI – Nspire and Navigator**

Research on TI-Nspire™ & Navigator Technology

Conclusion: Students using TI-Nspire handhelds have demonstrated deeper understanding and greater abilities in drawing inferences, with greatest gains by low-achieving students.

(O'Mahony, Baer et al.2008)

Conclusion: Appropriate use of TI-Nspire technology can facilitate use of shared resources for collaborative learning, high student engagement, and a novel, integrated format for instructional units. Beliefs, that the calculator is an aid to learning mathematics (not just an efficiency device).

(Aldon, Artugue et al. 2008)

Conclusion: Classroom use of TI-Nspire™ and the TI-Nspire™ Navigator™ System can enhance student engagement, collaboration and learning.

(Center for Technology in Learning 2008) Research Note #13

****RTI Intervention Research**

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/rti_math_pg_042109.pdf

8. Promote continuous use of student data to inform instruction and meet individual needs of students.

The Roseville Community Schools and Eastland Middle School have allocated considerable resources to purchasing programs, software and training to ensure that we have access to student data and are regularly and systematically collecting and analyzing data and providing/adjusting researched-based

interventions to meet the needs of our students. These programs and initiatives include Data Director, AIMSweb, Successmaker, Carnegie Cognitive Tutor, Writing Tracker, Corrective Reading, Read to Achieve, Spelling with Morphographs, and the requisite professional development to implement this re-design plan with fidelity. In addition, EMS is committed to transforming it's culture through participation in Response to Intervention, Adaptive Schools, and Facilitators for School Improvement at the Macomb Intermediate School District.

9. Provide increased learning time

The district has implemented multiple initiatives to provide increased learning time for all of our students, as well as increased collaboration time for our entire staff. The Roseville Federation of Teachers has agreed to extend the school day for all students by twenty minutes per day (approximately 60 hours/8.5 days per year.) Attachment V pg. 177

The extended learning time will impact academic teachers, elective teachers, special education teachers, counselors, and other support teachers. It will be used for (a) instruction for all students in core academic subjects; (b) instruction for all students in other subjects and enrichment activities that contribute to a well-rounded education; and (c) teacher collaboration.

The extra time will be in a single block called Intervention/Collaboration/Enrichment (I.C.E.) time. The results of summative and formative assessments (progress monitoring) will be used to place students into interventions in the core subjects or enrichment activities. Teachers will also collaborate with colleagues and students using achievement data and research to develop and implement interventions and enrichment activities. The bell schedule is currently 7:45 – 2:40. The time will be increased from 7:45 – 3:00 or another combination (after taking bussing needs, etc. into consideration) that will result in twenty minutes added to the bell schedule.

The daily increase in learning time will be in addition to other extended year and after school opportunities available to students and staff contained within this plan.

Our Summer Math Camp is a five-week program for all of our middle school students that utilizes instruction with an emphasis on hands-on activities and the Carnegie Math – Cognitive Tutor software. Our Literacy Improvement Program will be scheduled at the end of the summer and extended after the school day through mid-October for all students. After-school tutoring and/or Credit Recovery will be offered daily throughout the school year.

As the producer of the master schedule, Paul Schummer, the building principal, will build a schedule that will allow for the stacking or blocking of multiple classes where needed, that will increase time in core areas. This will include, wherever possible, attack classes in math and ELA abutting up to core area classes in the same grade level. He will attempt to schedule common preps for multiple core area teachers to collaborate on cross-curricular units or identification of students' strengths and weaknesses.

The Roseville school district has agreed to regular collaboration time for the Eastland Middle School staff. The collaboration time is expected to be at least one day per month in which students would start later in the day and teachers would work on teaching strategies, data collection and analysis, professional development and department progress in the area of common tests, strategic initiatives across the curriculum and input into our data systems.

We are currently participating in bi-monthly collaboration days. We believe that the greater amount of collaboration time will result in improved performance by our students in the classroom and on state tests.

Extended Learning Time Summary

Activity	Support	Hours
Extended School Day	All students	60
Before/After School Tutoring	All students ELA/Math/Science	155

Summer Literacy Camp	All students ELA	44
Summer Math Camp	All students Math	60
Credit Recovery	At-risk students	72
Jump Start Transition Summer Program	Incoming students	8
	TOTAL	399

9. Provide ongoing mechanisms for family and community engagement

As indicated by the chart below, the Roseville Community Schools and EMS offer numerous opportunities for families and the community to be involved in the decision making process.

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title Participants	Purpose	Frequency	
Ad Hoc Committee	Oversight of redesign plan	Quarterly	Board members, administrators, parents, teachers
Parent Club	Enrich student educational experience, support student achievement	Monthly	Parents, teachers, administrators, students
Marketing Committee	Public Relations	Monthly	Parents, teachers, board members, administrators
Superintendent Discussion Group	Seek input and provide information and solutions	Monthly	Parents, teachers, board members, administrators
Parent Workshops	Improve parenting, support student learning	Monthly (Shared hosting between Eastland	Parents, teachers, administrators, board members outside experts

		Middle School and Roseville Middle School)	
School Board Meetings	District oversight and management, student and staff recognition, community outreach	Biweekly (minimum)	Parents, residents, businesses, students, board members, administrators
Parent-Teacher Conferences	support student learning	Three times per year	Students, parents, teachers, administrators, board members
Open House	Community outreach, support student achievement, ease transition to middle school	Once per year	Students, parents, teachers, administrators, board members
Jumpstart	Ease transition from elementary to middle School	Two days (6 th and 7 th grade) before school year begins	Students, parents, teachers, administrators
Parent Orientation	Ease transition from elementary to middle school	Once per year (parents of new incoming students)	Students, parents, teachers, administrators, board members
Roseville Community Schools Scholarship Dance	Provide scholarships for seniors	Once per year	Parents, teachers, administrators, board members, businesses

ONGOING OPPORTUNITIES FOR FAMILY AND COMMUNITY INVOLVEMENT

Title Participants	Purpose	Frequency	
Roseville Community Schools Golf Outing	Provide scholarships for seniors	Once per year	Board members, administrators, parents, teachers, businesses
Parent Resource Center	Support student learning, bullying prevention, increase parenting skills	Available anytime	Parents, teachers
National Junior Honor Society Induction	Induct and recognize student achievement and character	Once per year	Parents, students, teachers, administrators, board members
Roseville Community Schools Celebration	Community outreach, student and teacher recognition, support student achievement	Once per year (Held at the newly renovated Roseville High School)	Students, parents, teachers, board members, administrators, businesses
School Improvement Meetings	Support student achievement, manage redesign plan	Once per month (minimum)	Parents, teachers, administrators
Student, Parent, Staff Surveys	Gather perception data	Once per year (minimum)	Students, parents, teachers
Monthly Newsletter	Provide information on school improvement efforts, functions and events, student recognition, community outreach	Once per month	Students, parents, teachers, administrators, board members
Powerschool Parent Portal	Support student achievement (allows parents to view student grades)	Continuous	Parents, teachers, administrators

School Dances	School to home relations, etiquette, socialization	Quarterly	Students, parents, teachers, administrators
Key Communicator Program	Provides an ongoing vehicle for school – parent communication	Continuous	Parents, administrators
Cable Channel	Inform community of events, recognize student and staff achievement	Continuous	Students, parents, teachers, administrators, board members, businesses

11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy. Assignment to the school will be made based on the mutual consent of the Principal and the Teacher, and will be made without regard to seniority. For further information with regards to this agreement please reference the October 11, 2010 memo that defines the district ability to assign teachers administratively.

The principal will also conduct regular follow-up with teachers to ensure that the transformation model and its processes and philosophical base are being adhered to.

The district has demonstrated its commitment to the school improvement process in several ways, including the Board of Education (BOE) vote to adopt the transformation model and the appointment of Assistant Superintendent Mike LaFevé as the district SIG coordinator. Board of Education members have attended meetings in Lansing on the Lowest Performing Schools, Superintendent Discussion Groups with the public and Macomb Intermediate School District Board of Education meetings.

They are also participating in the Ad Hoc committee meetings to monitor and oversee the transformation model at Eastland Middle School.

Mr. John Kment, Superintendent of Schools, has very clear expectations for the administrators and teachers in the district. He requires principals to submit monthly summaries that report on district and school improvement initiatives such as research-based best practices and the use of technology. John has shown his support of the transformation model in presentations at Board Meetings, Superintendent Discussion Group (stakeholder) meetings and school staff meetings. He also attended meetings regarding the Lowest Performing Schools in Lansing and a meeting on October 1, 2010 at the Roseville Community Schools Central Administration building with Mark Coscarella from the Michigan Department of Education. Mr. Kment has indicated that Eastland Middle School will have the flexibility that it needs to focus on the transformation initiative. He has already given permission for flexibility in scheduling, PLC collaboration time, and additional expenditures.

The Principal, with the support of the Superintendent and Eastland Middle School staff members, will actively recruit teachers who can demonstrate their commitment to student success and their support of the EMS building philosophy.

In addition, as indicated throughout the redesign plan, Eastland Middle School has been given flexibility to effectively implement these initiatives in the areas of finances, professional development and extended learning time for all students.

12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.

Eastland Middle School is receiving, and will continue to take advantage of, numerous opportunities for technical assistance, as well as training in teaching strategies (including direct instruction from state approved external providers, including Macomb Intermediate School District, McGraw-Hill, and Bill Sowers.

The following items are permissible elements of the transformation model. Provide a brief description after each

element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide additional \$ to attract and retain staff.

The administration is currently working with the Roseville Federation of Teachers regarding this issue.

2. Institute a system for measuring changes in instructional practices that result from professional development.

We are in the process of implementing professional learning communities and are using baseline data from the use of software, such as AIMSweb, to determine the effectiveness of professional development initiatives.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

As indicated by the Right to Assignment Letter above, this requirement has been met.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

The principal and school committees will regularly conduct reviews to make sure that the curriculum, and the way it's being taught, significantly increases student achievement. This will be done through the Macomb County Dashboards Walk-Through, school improvement committees and professional learning communities.

5. Implement a school wide Response to Intervention model.

Eastland Middle School is currently in the process of implementing an schoolwide Response to Intervention Model. The principal, as well as several staff members, are undergoing training at the Macomb

Intermediate School District. A difference co-hort of teachers will be trained next year.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.

Teachers are currently being trained in supporting students in a least restrictive environment by Macomb Intermediate School District Math and Literacy Consultants.

7. Use and integrate technology-based interventions.

The principals and staff have been trained, and will continue to attend, professional development in areas such as Data Director, AIMSweb, Successmaker, Carnegie Cognitive Tutor, Radio Frequency Response Cards, TI-Nspire Graphing calculators, and the TI-Navigator System.

8. Increase rigor through such programs as AP, IB, STEM, and others.

Eastland Middle School is in the process of building a more rigorous curriculum, using methods and strategies being taught by the experts from the Macomb Intermediate School District, and through the use of professional learning communities.

9. Provide summer transition programs or freshman academies

Eastland Middle School continues to provide the award-winning Jump Start Program, to aid elementary students in their transition to middle school. In addition, Roseville High School conducts similar transitional activities for incoming 9th graders.

10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.

Eastland Middle School is committed to increasing graduation rates through the use of our three tiered intervention program, summer math and literacy academies, credit recovery, and through

dramatically increasing student engagement in the classroom, facilitated by interactive technologies funded through this grant.

11. Establish **early** warning systems to identify students who may be at risk of failure.

Each incoming student will be promptly tested through the use of AIMSweb, and placed into appropriate interventions, based on the results of these assessments. In addition, staff members will regularly meet in PLC's to determine the effectiveness of these interventions, based on data.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

Eastland Middle School has dramatically increased parent and community engagement opportunities to create a safe school environment that meets our students needs. See the chart above for details.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Eastland Middle School staff have committed to extending the school day by 20 minutes per day to implement interventions, collaboration and enrichment activities (ICE time) that will better meet students academic and social-emotional needs.

14. Implementing approaches to improve school climate and discipline

Through the use of the three-tiered intervention system, extended learning/enrichment time and increased parent and community involvement, the staff at Eastland Middle School is committed to dramatically improving our school culture.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.

N/A

16. Allow the school to be run under a new governance arrangement.

N/A

17. Implement a per pupil school based budget formula weighted based on student needs.

Even though we do not have the above-formula, Eastland Middle School has been given the flexibility and resources to increase services, programs and materials to better meet the needs of our students.

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
3. Screen all existing staff and rehire no more than 50 per cent.
4. Select new staff.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)
8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.
10. Establish schedules and implement strategies that provide increased learning time.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will

be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

Attachment C—Restart Model

N/A

The following items are required elements of the Restart model. Give a brief description after each requirement as to how it will be implemented.

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

N/A

The following items are required elements of the Restart model. Give brief description after each requirement as to how it will be implemented.

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.